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ASSESSMENT OF INSERVICE TRAINING NEEDS OF PRINCIPALS IN AN ALBERTA SCHOOL SYSTEM

by

© CREEL GUY SANDERS

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH

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THE UNIVERSITY OF ALBERTA

FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research, for acceptance, a thesis entitled "Assessment of Inservice Training Needs of Principals in an Alberta School System" submitted by Creel Guy Sanders in partial fulfilment of the requirements for the degree of Master of Education.

ABSTRACT

The purpose of this study was to apply an assessment model which utilized discrepancy analysis; namely, the Quadrant Assessment Model to identify the inservice training needs of school administrators at the local level. It was also the purpose of this study to gain information concerning the value of the model in producing the information required to identify the inservice training needs. The data were collected by means of a survey instrument containing 113 task statements purporting to describe the job of the principal. The task statements were distributed among seven areas of responsibility. The task statements were developed for use in a provincial study by the Department of Educational Administration at the University of Alberta.

The design of the study included trustees, superintendents, assistant superintendents, assistant principals and teachers as well as principals. Respondents were asked to rate each statement twice; first, to rate the Importance of the Task for the Principal and second, to rate the Current Ability of the Principal(s) to Perform the Task. The data were analysed using descriptive statistics as required by the Quadrant Assessment Model. For each task statement High-Low values were determined for the Importance and Performance profiles. On the basis of the High-Low values, statements were placed into the quadrants. Those statements with high values for both profiles were placed in Quadrant 1; those with high values for the Importance profile and low values for the Performance profile

were placed in Quadrant 2; those with low values for both profiles were placed in Quadrant 3; and those with low values for the Importance profile but high values for the Performance profile were placed in Quadrant 4. Quadrant 2 identifies task statements for which inservice training is required.

The results of the survey were presented to the principals for utilization in the identification of their inservice training requirements. Eleven task statements were selected by the principals to form the basis for the development of an inservice training program. These task statements reflected the concern for further development of the principals' ability to deal with tasks regarding the evaluation and development of both instruction and staff.

An evaluation by the principals regarding the Quadrant Assessment Model and the information which was generated revealed that principals perceived the model as a highly satisfactory method by which to identify their inservice needs. They perceived the information provided to be accurate, relevant and useful. Principals perceived the quadrant display used by the model as facilitating their utilization of the information.

The above factors have led the researcher to conclude that the Quadrant Assessment Model is a useful needs assessment tool to provide valuable information through which principals can identify their inservice training needs.

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Chapter 1

STATEMENT OF THE PROBLEM AND DEFINITION OF TERMS

In this chapter the changing role of the school administrator and sources of assistance which administrators may utilize for purposes of in-service are addressed. Needs assessment and discrepancy analysis are discussed. The purpose of the study and problem statements are presented. Definitions of terms and delimitations are provided.

CHANGING ROLE OF THE ADMINISTRATOR

Education in Alberta over the past decade has been subject to many developments which have required the school administrator to focus increased attention on every area of responsibility related to his job. Curriculum and Instruction has been affected through a myriad of changes in curriculum content in virtually all major subject areas. Increased emphasis upon the provision of individualized instruction, the Minister's Advisory Committee on Student Achievement (MACOSA), and the establishment of Learning Disabilities programs have been but a few of the developments necessitating increased attention by the school administrator in the area of Pupil Personnel. Rapidly changing enrolments and school-based budgeting have required the school administrator to devote greater attention to the areas of Support and Resource Management. Minimum four-year teacher education programs,

recent resolutions of the Alberta Teachers' Association regarding formative and summative evaluation, and current unrest of teachers with regard to contractual agreements certainly challenge the expertise of the school administrator in the area of Staff Personnel.

The Objectives Based Education movement has held implications for the school administrator in the form of Management by Objectives and Growth Objectives Planning Systems for schools. This need for long-range planning and policy development has also placed demands upon the administrator. Local and provincial curriculum committees, the community school concept and joint-use agreements of school and community facilities have required the school administrator to address the area of School-Community Interface with renewed vigour. Also in the past decade, two studies commissioned by Alberta Education, the Worth Report and the Harder Report, have served to focus public attention upon the educational system. This has required the school administrator to make increased use of public relations in order to ensure the public that the goals of education are being met in his school.

SOURCES OF ASSISTANCE

Numerous avenues are available through which the school administrator may develop the knowledge and skills he may require to remain effective in this challenging time. Professional publications and research literature may be utilized as sources of information. Graduate programs in Educational Administration at Alberta universities provide an excellent source of assistance to school

administrators and with the possibility of extended campus programs this assistance will be even more accessible. Off-campus evening credit courses offered by the University of Alberta in several locations across Alberta, programs offered by Regional Offices of Alberta Education, inservice programs offered by local school districts, and seminars, workshops and conferences sponsored by such organizations as Regional Councils on School Administration are additional sources of assistance which may be utilized by the school administrator.

> To retain professional effectiveness, stature and dignity, the school administrator must continue steadfastly to improve himself; to remain abreast of, and often sharing in, innovations; to create for himself a disciplined program of inservice education. (Misner, 1963:31)

NEEDS ASSESSMENT

The key to enable the school administrator to develop such a program of inservice education is the ability to ascertain, as closely as possible, his personal needs. Two recent studies of the professional development needs of school administrators in Alberta, Robertson (1975) and Pawliuk and Pickard (1976), both addressed the needs of administrators at a provincial level. Project ASK, a three year undertaking of the Department of Educational Administration at the University of Alberta, again addresses the preservice and inservice needs of school administrators at the provincial level. These studies have provided valuable information upon which to base professional development programs directed toward administrator needs at a provincial level.

Caldwell (1979:31) in a study identifying competencies for

professional development of principals in the Northwest Territories, using a parallel study involving the Northland School Division in northern Alberta, found that "despite similarities in northern school jurisdictions, major differences may be found in priorities for professional development." Similarly, Project ASK has found that items perceived as requiring inservice by principals in Alberta vary depending upon the criteria of type, size and location of school used to group the respondents. For example, principals of medium sized elementary schools in urban areas perceive their inservice requirements to be somewhat different than those of principals from large secondary schools in urban areas. Inservice needs of school principals at a local level may be overlooked through the use of provincial surveys.

Pullen (1958), in a presentation delivered at the Alberta Leadership Course for School Principals in 1958, outlined three conditions with regard to inservice training techniques.

1. If in-service training is of value to the teacher, it is also of value to the administrator.
2. In-service training is important only when it improves the educational system of a community.
3. In-service training should meet felt needs.

To be effective inservice programs should address the needs of the recipients of the program. A need as defined by Kaufman and English (1979:343) "is a gap between current outcomes or outputs and desired outcomes or outputs." Furthermore, "the nature and importance of the gaps are critical, for if we choose trivial or incorrect needs to resolve, then we will not achieve the results we set out to accomplish." The assessment of needs is critical in providing the

information necessary to base an inservice program.

A systematic, logical approach to the identification of needs is necessary to avoid the identification of needs solely upon the basis of current controversy, momentary urgency, or political expediency. This is not to indicate that these needs should not be addressed nor that they lack importance but rather that needs of equal or greater importance may be overlooked unless a structured, formal needs assessment is used.

A needs assessment generates information other than needs. As defined by Kaufman and English (1979) a needs assessment is "the formal harvesting, collection and listing of needs, placing the needs in priority order, and selecting the needs of highest priority for action."

A needs assessment model using discrepancy analysis is a valuable tool in conducting a needs assessment. In addition to identifying "gaps" or needs, information provided by the degree of the discrepancy is of use in placing the needs in priority order. The Quadrant Assessment Model is a systematic process which compares "Ideal" and "Real" profiles of a role. Needs are identified by the Quadrant Assessment process on the basis of major discrepancies between High and Low values for the "Ideal" and "Real" profiles. Four quadrants or areas of discrepancy are determined. The quadrant formed by High Ideal and Low Real generates higher priority needs.

The Quadrant Assessment Model has been used in other geographic locations and in studies of larger scope; however, it has not been used in Alberta in a study at the local level.

The three factors discussed above, namely, the changing role of the school administrator and ensuring requirements for improved skills, a need for assessment at the local level, and a discrepancy model not used at the local level in Alberta have given rise to the purpose of this study.

PURPOSE

The purpose of this study is to apply an assessment model utilizing discrepancy analysis, namely, the Quadrant Assessment Model, to identify the inservice training needs of school administrators at the local level. It is also the purpose of this study to gain information concerning the ability of the model in producing the information required to identify the inservice training needs.

In question form, the purposes may be presented as follows:

1. What tasks are considered by trustees, superintendents, assistant superintendents, principals, assistant principals, and teachers to be important for effective performance by principals?

2. How does each respondent group of trustees, superintendents and assistant superintendents, principals, assistant principals, and teachers rate the current ability of the principals to perform each task?

3. What needs requiring development through inservice programs arise from discrepancies between those tasks requiring effective performance by principals and the perceived current ability of the principals to perform the tasks?

4. How do principals rate the value of the Quadrant Assessment Model in identifying their inservice training needs?

DEFINITION OF TERMS

Quadrant Assessment Model: A needs assessment model utilizing discrepancy analysis developed by Gaston Pol and Lloyd McCleary at the Research and Development Laboratory, University of Utah. Chapter 2 will describe the model in detail.

Task Area: An area of responsibility of the principal. The seven task areas as follow will be used in this study.

a. Curriculum and Instruction (CI): That area concerning what is being taught and how it is being taught.
b. Staff Personnel (SP): That area concerning the certificated staff of the school.
c. Pupil Personnel (PP): That area concerning the students of the school (student problems, records, etc.).
d. Support Management (SM): That area concerning the management of school plant, transportation, and non-certificated staff.
e. Resource Management (RM): That area concerning the acquisition and utilization of human, monetary and material resources.
f. System-Wide Policies and Operations (PO): That area concerning the operation of a school as part of a district.
g. School-Community Interface (SC): That area concerning community and public relations.

Task Statements: Statements purported to describe the tasks performed by the school principal as generated by Project ASK. (A complete list of statements is provided in Appendix 1.)

DELIMITATIONS

This study, by the very nature of its purpose, is limited to the principals of one school district of Alberta, namely, the Grande Prairie School District #2357. Attempts to generalize the information to a particular group other than than which generated the data would not be valid.

This study does not purport to design an inservice program to meet the needs of principals within the Grande Prairie S.D. #2357 but is intended rather to provide the information base upon which the inservice needs may be identified.

The information generated in this study is intended solely for the purpose of assistance to the principals of the Grande Prairie S.D. #2357 in the determination of their own inservice requirements. It is not intended as a basis for summative evaluation.

SIGNIFICANCE

Numerous avenues exist through which school administrators may gain assistance with professional development programs. Inservice needs which are perceived by school administrators as most immediate will differ depending upon numerous factors, time and educational setting being but two such factors. Should the Quadrant Assessment Model prove capable of generating information for use by school administrators in one local area for the identification of their inservice requirements, while remaining cost and time efficient, school administrators in other jurisdictions may benefit from a similar process.

SUMMARY

In this chapter, the rationale and approach for the identification of inservice requirements of school administrators at the local level have been presented. The purpose of the study and problems for research have been given. Basic definitions and delimitations have been provided.

Chapter 2

THEORETICAL BACKGROUND AND REVIEW OF RELATED LITERATURE

In this chapter the theory related to the study is addressed. The Quadrant Assessment Model is presented in detail including the past uses of the model. Recent studies concerning the professional development requirements of the school administrator in Alberta are reviewed.

THEORETICAL BACKGROUND

When approaching the problem of assessing the needs of school administrators, two very critical considerations are the job being performed and the context in which it is being performed. Before a needs assessment concerning any given job may occur the job itself requires definition or description and those involved in the assessment must be determined.

The composition of the job of the school administrator has been viewed from a number of perspectives. These perspectives have viewed administration as areas of responsibility, processes, skills, role expectations, competencies, and analytic descriptions of behavior. Using each of these perspectives contributes to the understanding of the function of the administrator.

One approach to the conceptualization of educational administration which frequently appears in the literature is that provided by Miklos (1968:1). He uses the components of process and operational area to form a matrix. The processes are identified as planning, decision-making, organizing, co-ordinating, communicating, influencing and evaluation. The operational areas are identified as school program, pupil personnel, staff personnel, community relations, physical facilities and school management. Thus, the matrix formed through the use of 7 processes and 6 operational areas would contain 42 cells.

Within this matrix cells applicable to a particular administrative position could be identified and further, indicators could be developed for each identified cell. For example, in considering the position of the principal an indicator of the cell formed by the process of planning and the operational area of school program is reflected in the statement "the principal plans alternative educational programs for students consistently failing in regular programs."

Another approach or method used to conceptualize administration is expressed in terms of skills. Katz (1955:33) identifies three basic skills for effective administration. These are technical skills, human skills and conceptual skills.

Technical Skill

> An understanding of, and proficiency in, a specific kind of activity, particularly one involving methods, processes, procedures or techniques.

Human Skill

> Ability to work effectively as a group member and build cooperative effort within the team he leads.

Conceptual Skill

> What Chester Barnard implies when he says 'the essential aspect of the executive process is sensing of the organization as a whole and the total situation relevant to it.'

Indicators for each classification of skills could be developed for the administrative position being considered. Related to the position of the principal, for example, an indicator of a Human Skill is reflected in the statement "Works with teachers and students to establish a good school climate."

Mintzberg (1973) uses eight categories of basic skills to describe administrative work. Pawliuk and Pickard (1976:9) in discussing this classification present the categories:

Peer skills: the ability to establish and maintain a network of contacts with equals.

Leadership skills: the ability to deal with subordinates and the complications of authority, power and dependence.

Conflict-resolution skills: the ability to mediate conflict, handle disturbances and work under psychological stress.

Information-processing skills: the ability to build networks, extract and validate information, and disseminate information effectively.

Skills in unstructured decision-making: the ability to find problems and solutions when alternatives, information and objectives are ambiguous.

Resource-allocation skills: the ability to decide among alternative uses of time and other organizational resources.

Entrepreneurial skills: the ability to make sensible risks and implement innovations.

Skills of introspection: the ability to understand the position of manager and its impact on the organization.

Yet another approach is the analytical description of the behavior of school administrators through direct observation. Duigan (1979) used this approach in a study of the school superintendent in Alberta. He observed actual on-the-job behavior of eight superintendents to develop a description of that administrative position.

McCleary (1973:2) encompasses elements of the three approaches above in approaching administration from a perspective of competency. He defines competency as "the presence of characteristics or absence of disabilities which render a person fit or qualified, to perform a specific task or role." He describes the definition as possessing two key elements:

1. The specification of the task or defined role and
2. Indication of the knowledge, ability or other identifiable characteristics needed to perform the task or role.

Thus in the assessment of performance of the school administrator for the identification of inservice needs such factors as skills, processes, areas of responsibility, tasks, competency and role must be considered. These factors do not exist for the administrator in and of themselves. Campbell (1957:166) citing Halpin presented the following words of caution: "Unless one is extremely careful he can be tempted into talking about 'process' as if it were a free-floating affair, detached from the behavior of individuals."

When considering the assessment of the performance of school administrators it is wise to consider the position in a broader context. Behaviors or acts demonstrated by the school administrator in the performance of his job are not merely dependent upon the principal alone.

The model developed by Getzels and Guba (1957) demonstrates the concept of administration as a social process.

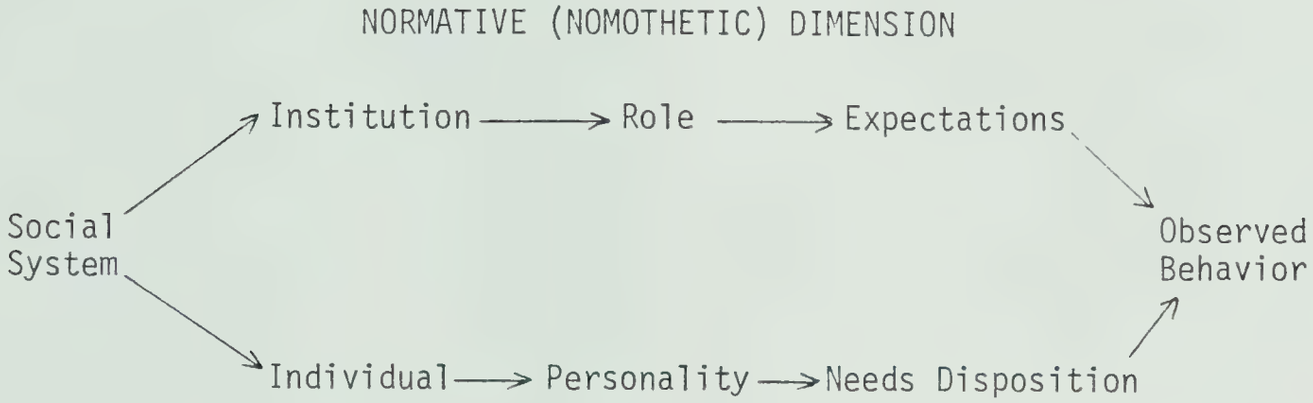


Figure 1

General Model Showing the Organizational and Personal Dimensions of Social Behavior (From Getzels and Guba)

Campbell et al. (1977:185), in discussing the normative dimension, state:

> Roles are defined in terms of role expectations. A role has certain obligations and responsibilities, which may be termed "role expectations" and when the role incumbent puts these obligations and responsibilities into effect, he is said to be performing his role.

They state further that:

> Roles are complementary—interdependent in that each role derives its meaning from other related roles in the organization.

As others in related roles determine the definition of the role it follows logically that they should also be involved in the assessment. Thus the perceptions of the school administrator and the perceptions of those in related roles should be included in a needs

assessment. In using perceptions Enns (1966:1) states:

> Perceptions are not simply accurate reproductions of objective reality. Rather they are usually distorted, colored, incomplete and highly subjective versions of reality.

While presenting a limitation for consideration, it is not to conclude that the use of perceptions is not of value. While other approaches, such as checklists of behavioral objectives, may provide a more systematic and complete approach, they are usually done on an individual basis and require a great deal of time to conduct. For purposes of the identification of inservice needs the time dimension is critical. The goal of such a needs assessment is to assist the role incumbent while he is currently performing the role.

The perceptions of those in related roles can be of great value in increasing the awareness of the role incumbent. This increased awareness would further assist the role incumbent in the selection of needs for professional development. For example, the school administrator may perceive his performance as it relates to a particular group as being ineffective whereas the group itself perceives his performance as being effective. This knowledge could be valuable in assisting the administrator to decide whether or not to identify a need in that area.

The Social Sciences have established the fact that the behavior of an individual in any given situation depends to a great extent on the way in which the individual perceives the situation. To overcome any biases which may be reflected in the perceptions of either the role incumbent or those in related roles, the inclusion of the perceptions of numerous groups is desirable.

Indicators of performance should reflect abilities, skills, processes, competency and expectations. Task statements have been used to accomplish this. Parsons (1977:2) in speaking to statements of competency cautions that "the more general, the less the statement can serve . . . as a criterion for evaluation." In being more specific "it is the need to interpret a very general statement that has been eliminated." On the other end of the continuum he also cautions against using statements which are too specific as "the result is isolating the item from context of some meaningful use. Statements of purposeless behaviors cannot be educationally valuable because they do not call for intelligence." The definition of competency used by Parsons (1977) may serve well to conclude this entire section:

> A competency is seen as the ability to use a concept or theory as a tool for some purpose.

RELATED LITERATURE

The Quadrant Assessment Model

An overview of the Quadrant Assessment Model has been written by Sanders (1979). Briefly, the process involved may be described as follows:

1. The participants in the needs assessment are asked to react to a list of task statements that are purported to describe their jobs. In doing so, they provide both a measure of the importance of each statement as an ideal or desired outcome and a measure of the real or actual accomplishment at each task.

2. Discrepancies between the "ideal" and the "real" assessments are determined.

3. The discrepancies are used to organize the task statements in such a way that inservice needs are identified.

Using the high-low scale which is employed for both the "ideal" and the "real" assessments, the data are first organized in the manner indicated in Figure 2.

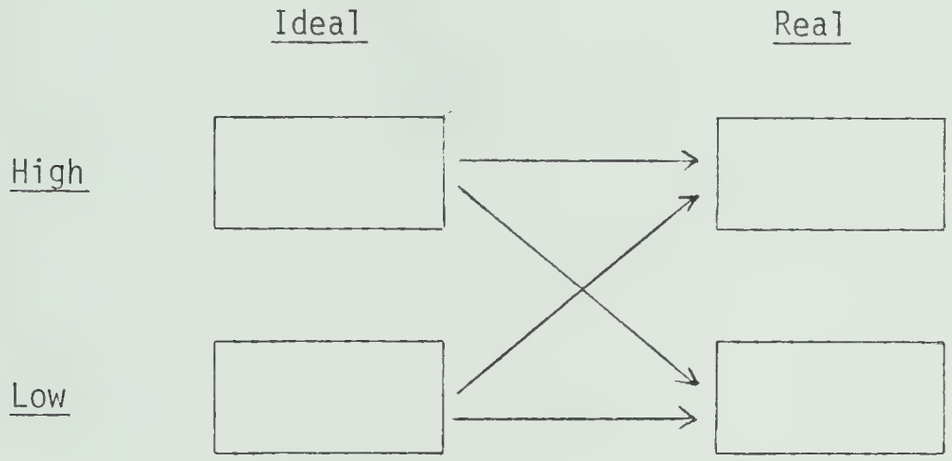


Figure 2

Diagrammatic Representation of QAM Showing Key Relationships
(Source: Miller, 1979)

Once the task statements are organized as in Figure 2, it is a simple procedure to place them in the four quadrants indicated in Figure 3. The procedure can be described as follows: (1) those statements with high scores in both the "ideal" and "real" dimensions are placed in Quadrant 1; (2) those with high scores on the ideal dimension, but low scores on the real dimension are placed in Quadrant 2; (3) those with low scores on both dimensions are placed in Quadrant 3; and (4) those with low scores on the ideal dimension, but high scores on the real dimension are placed in Quadrant 4.

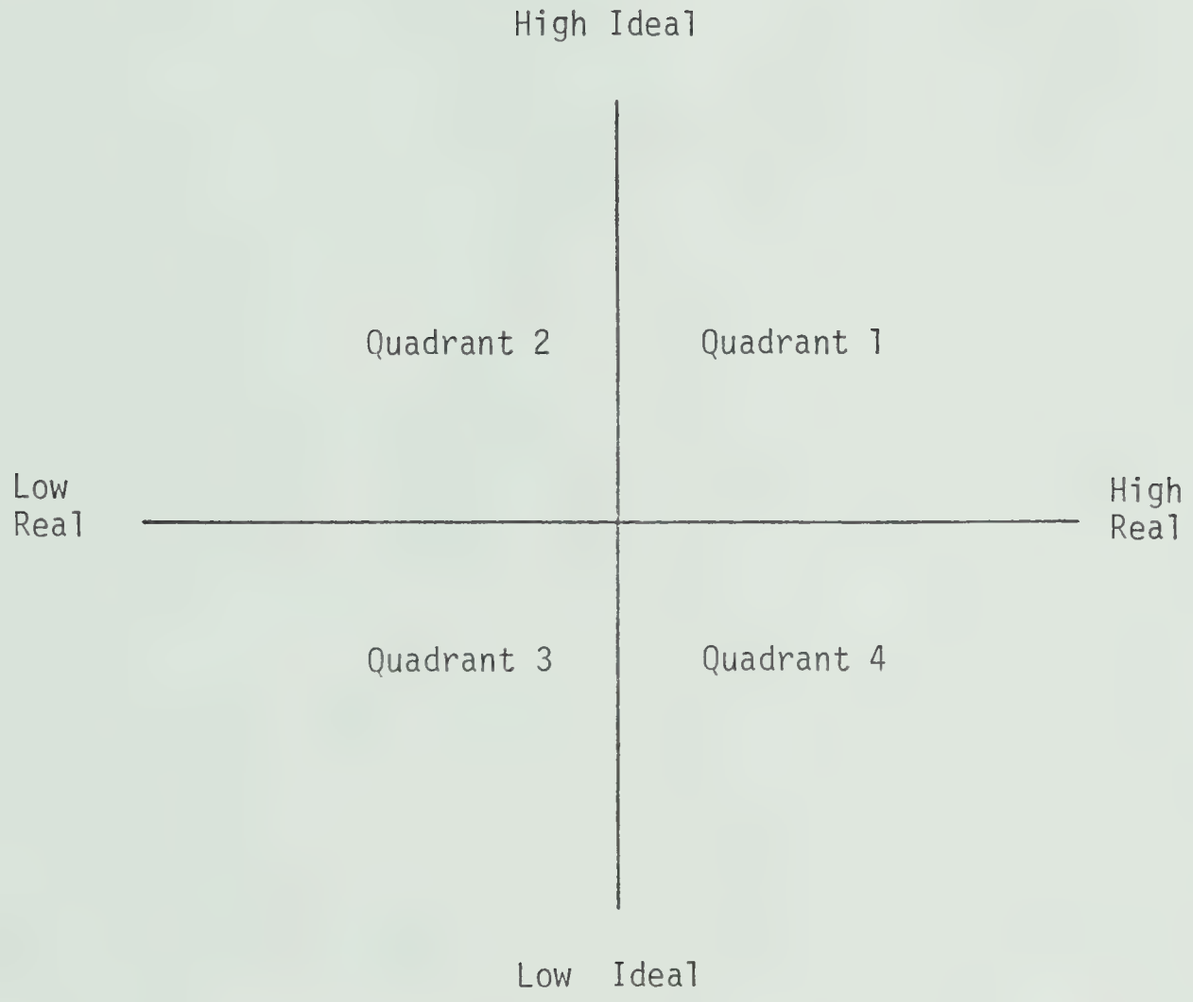


Figure 3

Diagram Representing the Four Quadrants of QAM

Interpreting the Information in the Quadrants

Once the items are arranged in quadrants, needs assessment information can be extracted by interpreting the quadrants as follows:

1. High Ideal - High Real (Quadrant 1)

This quadrant contains statements describing tasks which are seen as relatively important and which the respondents perceive they can presently achieve at a high level. That is, people in the position being considered should be able to and can accomplish these tasks. It follows that, prior to assuming the job, candidates should acquire the skills and knowledge necessary to complete the tasks, and that the major responsibility in facilitating development of these skills and knowledge should be assumed by pre-service training institutions. Principals in the field may find the statements in this quadrant a valuable guide to assist themselves in the development of a more clear definition of their roles. Superintendents may find this group of statements worthwhile as indicators of the performance of principals within their jurisdiction or as guidelines for hiring principals.

2. High Ideal - Low Real (Quadrant 2)

This quadrant contains statements describing tasks which are seen as relatively important but are not being performed as well as other tasks in actual practice. These statements indicate the inservice requirements and may form the basis for long or short range inservice programs for the administrators within a district.

3. Low Ideal - Low Real (Quadrant 3)

This quadrant contains statements describing tasks which are seen as being relatively unimportant and are not receiving a great deal of emphasis in actual practice. This is not to conclude that they are not necessary tasks for the administrator to perform but rather that considering their importance within the range of tasks, they are receiving the time and effort that they demand.

4. Low Ideal - High Real (Quadrant 4)

This quadrant contains statements describing tasks which are seen as being relatively unimportant but which respondents have the ability to accomplish. Placement of tasks into this quadrant may be largely due to the nature of the task itself, however, these statements should be looked at carefully by each respondent to determine whether or not valuable time is being spent on these tasks. "One is often disposed to do those things of which he is capable." If the respondent is spending an excessive amount of time on these tasks, he may wish to redefine his role or perhaps take a course in time management.

Past Uses of the Quadrant Assessment Model

This process has been used in a number of studies. Six such studies are described below:

1. Project for the Development of Administrative Skills and Knowledge

This project is currently being conducted by the Department of Educational Administration at the University of Alberta. Project ASK is a three-year undertaking with the purpose of generating information

to help make pre- and inservice programs more responsive to the needs of the field. The first year of the project has recently been completed. The principalship in Alberta was the focus of attention during this first phase.

The Quadrant Assessment Model was used to process the information gained through a province-wide survey involving half of the principals in the province and all of the superintendents. QAM profiles of the principalship in different types of schools and jurisdictions and an inventory of critical skills and knowledge for key task areas were produced. Additional information regarding the level of proficiency required by the principal for each task and how proficiency was best acquired was also requested in the survey. An open-ended question requested respondents to identify critical tasks for the future.

2. Deros Study in Connecticut

The Quadrant Assessment Model was used in this study to analyse not only the ideal and real proficiency levels but also detect differences attributable to urban, suburban, and rural locations and to identify differences in perceptions of role among high school principals, board members, superintendents, teachers and vice principals. An instrument consisting of sixty competency statements equally distributed among twelve areas of competence was used to gather the data.

The consensus of the respondents indicated a need for increased emphasis to be placed upon those competencies and areas of competence which address themselves to the instructional process. This finding was particularly definitive within the teachers' sample.

3. Pol Study in San Antonio, Texas

The model was used in this study to develop a personalized program for the inservice education of each principal within the school district and provide information for role clarification and definition. An instrument consisting of sixty competency statements distributed over fourteen areas of competence was used to gather the data.

Data for each principal were reported in the final document.

4. Miller Study in Arizona

This study used the model to determine the competencies necessary for administrators of the community education program in Arizona occupying either the role of superintendent, district coordinator, principal or program director. A series of workshops involving administrators currently holding the positions mentioned above was used to generate a set of competency statements for each role. These sets of statements ranged in number from 16 for the role of superintendent to 33 for the role of district coordinator.

Two outcomes independent of the findings are of particular interest to this researcher regarding the use of the QAM for the identification of inservice needs at the local level.

> Inasmuch as school practitioners were directly responsible for generating the data, the confidence in the data and its use in school settings was very high. It is evidently important to school administrators to know that they or credible peers were responsible in the development of data for the description of their positions. (Miller, 1979:50)

> A fourth outcome of group participation was that individual community educators were able to diagnose personal areas of weakness in a non-threatening environment. Each individual who participated in the study could assess his or her own performance through the development of Ideal,

> Real-Self and Real-Others profiles. This enabled individuals to determine the types of competencies that they possessed and those they needed in order to strengthen their performance. (Miller, 1979:50)

5. Gale Study in Rural Bolivia

6. Pol Study in Urban Bolivia

These parallel studies by Gale and Pol used the Quadrant Assessment Model to provide a data base from which educational programs (inservice and preservice) could be planned for principals in Bolivia. At the time the studies were written Bolivia had no educational programs for training principals, and a data base did not exist that would assist the Bolivian Ministry of Education in planning preservice educational programs.

Principals, central office personnel and teachers were asked to respond to two forms of an instrument containing sixty task statements addressing twelve areas of competence. Two conclusions independent of the specific information produced are of interest to this study:

1. The Quadrant Assessment Model was capable of identifying needed Areas and Components of Competence. (Pol, 1973: 165)

2. The data derived from the Quadrant Assessment Model was dependable and can be used for planning educational programs. (Pol, 1973:165)

RECENT ALBERTA STUDIES OF THE PROFESSIONAL DEVELOPMENT REQUIREMENTS OF ALBERTA PRINCIPALS

Two recent studies of the professional development requirements of Alberta principals have provided valuable direction for this study. Although these studies address the requirements at a provincial level rather than the local level, the recommendations made by the studies hold implications for this study.

In the study commissioned by the Field Activities Committee of the Department of Educational Administration of the University of Alberta (Pawliuk and Pickard, 1976), administrators in the study identified evaluation of staff personnel and school programs as being the most important needs as well as planning as it relates to school programs. Two of the eight recommendations made to the Field Activities Committee hold direct implications for this study. These recommendations are:

1. Successful professional development activities depend on the administrator's willingness to participate. The findings in this study [Pawliuk and Picard, 1976] indicate that few principals spend more than one percent of their time on professional development and in fact, evidence in this study suggests few administrators are interested in spending more time. It is the responsibility of the planners and organizers to motivate and encourage administrators to attend these activities.

2. Planning professional development activities should be a coordinated effort on the part of the educational agencies involved as well as the participants (principals). A majority of principals surveyed indicated a willingness to plan and direct professional development activities. Involvement at the 'grass roots' may facilitate interest and a desire to participate in these activities as well as providing a means of injecting a practical and experience-based perspective on professional development needs.

The methodology of this study will address these recommendations. In dealing with a small group of administrators at a local level in the identification of their inservice requirements, motivation and encouragement to both plan and attend inservice programs should be provided.

A masters thesis by James Parker Robertson entitled "Administrative Skills Development Needs of Alberta School Principals" (1975) found that processes related to the operational areas of staff personnel had the highest priorities for skills development. The discrepancy analysis indicated that the single process most in need of development was evaluation. Suggestions for further research resulting from the study by Robertson have been used by this researcher in the development of this study.

Robertson suggested:

1. While the instrumentation used in this [study] was considered suitable for an exploratory study, it is the opinion of the researcher that the instrument needs to be further developed.

2. This study has shown that differences in perceived actual level of skill in administrative processes occur for various sub-groups within the population. Further research may be directed to intensive study of these groups so the reasons for the differences may be fully explored.

3. Previous research into the identification of processes utilized by school administrators used outside observers as well as principals to identify the processes involved. This technique may be used as a perception check of individual responses to questionnaire items. Likely participants in such a study would be teachers on the respondent's staff, pupils, the school's community, and school board officials.

These suggestions were instrumental in leading this researcher to the development of a study directed at one specific sub-group of

administrators in the province, namely, the principals of the Grande Prairie S.D. #2357, using an instrument based upon the task statements developed for use with the Quadrant Assessment Model by Project ASK and utilizing the perceptions of teachers, assistant principals, superintendents and trustees in addition to those of principals.

SUMMARY

In this chapter the theoretical background for the study and the Quadrant Assessment Model have been presented. Studies utilizing the model and recent studies of the principalship in Alberta have been reviewed.

Chapter 3

RESEARCH DESIGN

The research design used in this study is outlined in this chapter. The population chosen and the development and administration of the instrument are described. This chapter concludes with a description of the statistical programs used in the analysis of the data.

METHODOLOGY

The needs assessment model used in this study was the Quadrant Assessment Model (QAM). This model was discussed in detail in Chapter 2. The model provided the basis of the methodology used in this descriptive study. QAM categorizes into Quadrant 2 those items where major discrepancies occur when measures of the importance of the item are high and measures of the performance of the item are low.

Ward (1980) citing Katz and Selltiz has presented the following rationale for the use of descriptive studies in an educational setting.

> Katz (1953) has observed that the exploratory study: "attempts to see what is there rather than to predict the relationships that will be found. It represents an early stage of a science. From its findings may come knowledge about important relationships between variables" . . . (p. 74)
>
> More specifically, the purpose of descriptive studies might be seen as one or both of the following: ". . . to portray accurately the characteristics of a

> particular individual, situation or group (with or without specific initial hypothesis about the nature of these characteristics);
> . . . to determine the frequency with which something occurs or with which it is associated with something else" . . . (Selltiz et al., p. 50)

As the purpose of this study was to describe, as accurately as possible, the characteristics of a geographically linked group of principals in order to gain information of value in the determination of their inservice requirements, the use of a descriptive approach would seem appropriate. The perceptions of the principals involved with regard to the value of the type, relevance, usefulness and accuracy of the information generated by the Quadrant Assessment Model were crucial in the validation of the methodology used in this study. The information was sought after the findings of the survey had been presented to and discussed by the principals.

POPULATION

The Grande Prairie S.D. #2357, Grande Prairie, Alberta expressed interest in the study being conducted by Project ASK and indicated further interest in a study of the principalship in their jurisdiction. Subsequent meetings with Mr. D. R. Taylor, Superintendent of Schools; Assistant Superintendents, Mr. Keith Wagner and Mr. Len Luders; and the principals within the district acquired approval for the study as proposed.

The design for the study included all trustees of the school board, the superintendent and assistant superintendents, and all principals, assistant principals and teachers in the employ of the Grande Prairie S.D. #2357. Board members were seen as representing

parents and the larger community. Due to the length of the questionnaire and the nature of the study, perceptions of students were not included in the design. The perceptions of four referent groups, in addition to the self-perceptions of the principals, were used to overcome any bias which might otherwise result. Information generated by these groups may well serve as valuable criteria for principals to use when determining their inservice requirements.

DEVELOPMENT AND ADMINISTRATION OF THE INSTRUMENT

Development of the Task Statements

Data used in this study were collected by means of a questionnaire containing 113 task statements purporting to describe the job of the principal. Due to the similarity between Project ASK and this study, the identical list of task statements was utilized. The following is a description of the development of the statements for Project ASK. In this section a review of the literature and the specific procedures used to develop the list of tasks are given.

Competency-based concepts in the evaluation of teachers is widespread in the United States and is becoming increasingly prevalent in Canada. Application of this approach to the training and evaluation of principals was less visible until the state of Georgia initiated Project ROME (Results Oriented Management in Education) in 1973 as part of an ongoing Management by Objectives program. Cooper and Dahlstedt (1979) have summarized this project.

The list of 80 competency statements distributed among seven areas of administrative responsibility (Curriculum and Instruction, Staff Personnel, Pupil Personnel, Support Management, Fiscal

Mangement, School Community Interface and System-Wide Policies and Operations) as identified by Project ROME were used as an initial information base. With the exception of changing "Fiscal Management" to "Resource Management," the seven areas of administrative responsiblity have been retained for purposes of this study. Modifications and additions were made to the initial list to suit the Alberta context.

Lists of task statements used in a number of other projects were then reviewed and changes in the initial list were made to encompass relevant task statements from these sources. Other lists included those developed for use in studies utilizing QAM and described in Chapter 2. Miller (Arizona), Pol (Texas) and Deros (Connecticut) were primary sources. A list developed as part of the Principals 505 Project in New England (Goddu, 1977) containing 22 competency statements distributed over four areas of responsibility and a list of 32 competency statements distributed over eight areas of responsibility (McIntyre, 1974) were also screened.

The instruments used in two recent studies of the professional development requirements of Alberta principals, Pawliuk and Pickard (1976) and Robertson (1975), were screened for material relevant to the development of task statements which would, as closely as possible, describe the current role of the principal in Alberta.

In addition to a literature review, workshops involving Alberta superintendents and principals currently active in school administration and input from two advisory committees to Project ASK were used in the development of the task statements. The following section

relies heavily upon the description of the procedures used as presented by Caldwell (1979).

Specifically, the following procedures were used to develop the list of tasks:

a. The list of tasks identified in Project ROME (Georgia) was used as a starting point and this list was initially screened by the project team and graduate students. Modifications were made to suit the Alberta scene.

b. The revised list was subject to critical scrutiny by the internal (Department of Educational Administration) and external (nominees of interest groups in Alberta) advisory committees to Project ASK.

c. Further revisions were made following additional review of related literature.

d. A workshop was held October 26, 1979 at the Edmonton Inn involving experienced principals and superintendents currently employed in schools or systems which varied in size, location (urban, rural, remote) and level (elementary or secondary). Participants worked in three groups, each composed of principals and superintendents combined, to brainstorm with the purpose of generating as many task statements as possible which described the job of the school principal. Participants were not made aware of the list of task statements which had been previously developed through the literature review but were given seven areas of responsibility to provide a framework for their activities. These areas of responsibility were Curriculum and Instruction, Staff Personnel, Pupil Personnel, Support

Management, Resource Management, System-Wide Policies and Operations, and School-Community Interface. More than five hundred statements were generated at this workshop.

e. Members of the project team working with graduate students reduced the workshop statements by combining the statements which overlapped. Task statements generated which were not included in the list generated by step c were then included.

f. The final result from the review of literature and the input of administrators currently in the field was a list of 112 task statements purporting to describe the job of the school principal in the province of Alberta. The task statements were distributed among the seven areas of responsibility as follows:

Curriculum and Instruction	24 statements
Staff Personnel	22 statements
Pupil Personnel	26 statements
Support Management	7 statements
Resource Management	13 statements
System-Wide Policies and Operations	13 statements
School-Community Interface	7 statements

Pilot Study

During a workshop held in Calgary on November 2, 1979, a questionnaire composed of 112 task statements was piloted. For purposes of the questionnaire, the task statements were placed in random order using a table of random numbers (Popham and Sirotnik, 1973:367-371). Participants in the workshop were principals and superintendents from southern Alberta. They were asked to respond

to the task statements using a five-point Likert scale, one (low) and five (high) to rate Importance of the Task to Principals and Current Ability of Principals to Perform the Task.

Respondents were asked to comment upon the design and content of the questionnaire. From this pilot a number of findings emerged and were incorporated in the design of the instrument used in this study. Respondents perceived the instrument as a valuable tool which encompassed the tasks of the school principal. One additional task statement was suggested and was included under the area of Staff Personnel bringing the total list of statements to 113. The task statement suggested was:

> Promotes and maintains good working relationships with and among staff members.

The respondents found the wording of some task statements confusing and suggested some changes. These changes were also incorporated. An example of such changes has been provided here:

> Original Statement: Facilitates student teacher activities.
>
> Reworded Statement: Facilitates activities related to student teachers.

Respondents and graduate students involved in the statistical analysis suggested that the Likert scales be consistently placed opposite the first line of the task statement. Perhaps the most valuable result of the pilot was in the field testing of the process and a successful demonstration of the Quadrant Assessment Model as a needs assessment technique.

In addition to the Calgary workshop, the instrument in its revised form was used by Project ASK with the trustees, superintendents

and principals of the Yellowhead School District at at a workshop held in Edmonton on March 28 and 29, 1980. The purpose of this workshop was to assist the district in the identification of the inservice requirements of the principals of the district. Reactions of the participants throughout the workshop and on evaluation forms completed at the end of the workshop indicated that the process and the information generated were of value.

A similar evaluation form was used with principals of the Grande Prairie School District to gather information regarding the value and accuracy of the findings of this study.

Instrument

Data in the study were collected by means of an instrument containing 113 task statements distributed among seven areas of responsibility. Respondents were asked to rate each statement twice; first, to rate the Importance of the Task for the Principal and second, to rate the Current Ability of the Principal(s) to Perform the Task. A five-point Likert scale was provided for each rating, low being one and high being five. The instrument used in the collection of the data for this study has been attached as Appendix 2.

Respondents were asked to indicate their current position with the Grande Prairie S.D. #2357 from the following positions:

Trustee

Superintendent (or Assistant Superintendent)

Principal

Assistant Principal

Teacher.

The questionnaires were not coded prior to completion by the respondents so that anonymity would be assured.

Administration of the Instrument

At a meeting in Grande Prairie on February 28, 1980, with the principals and superintendents of the school district, procedures for the completion of the questionnaires were reviewed. In particular it was stressed that respondents were to assume that the principals could work with others in the completion of the tasks. It was also clarified that in responding to the items of the questionnaire superintendents, assistant superintendents and trustees would be providing a general rating of all the principals in the district, assistant principals and teachers would be providing a rating for the principal of their school and principals would be providing a self-rating.

Each of the principals undertook the task of distributing the questionnaires to assistant principals and teachers in their respective schools. It was recommended that time at a regular staff meeting should be allotted for the completion of the questionnaires. Mr. Keith Wagner, Assistant Superintendent, undertook the task of distributing the questionnaires to members of the school board and his fellow superintendents at their next regular meeting. Sufficient copies of the questionnaire were left with each principal and Mr. Wagner.

In addition to the instructions discussed with the principals at the February 28 meeting, covering letters were also included with each questionnaire. Covering letters are included in Appendix 3.

Completed questionnaires were sent to Mr. Wagner at the Central Office of the district and Mr. Wagner in turn sent them to this researcher.

STATISTICAL PROCEDURES AND PROGRAMS

The statistics used in this study were descriptive. Means. standard deviations and T-scores (more commonly referred to as Z-scores) were used. Popham (1973:20) states:

> Measures such as the mean, median, and standard deviation, in addition to economically describing data, can often sharpen teachers' perceptions of educational phenomena so that they can reach more insightful decisions regarding their instructional tasks.

In this study descriptive statistics were used to sharpen principals' perceptions of the data collected so that they could reach more insightful decisions regarding their inservice needs.

As completed questionnaires were received by the researcher they were coded so that responses by each of the five respondent groups could be compiled. Mrs. Julia Peng of the Division of Educational Services transferred the information from the questionnaires to computer cards. A computer program was developed by Mrs. Christiane Prokop, computer programmer for the Department of Educational Administration, using the language of Fortran IV. This program was developed to provide the information required for use in the Quadrant Assessment Model.

In addition to the above program, the Nonparametric Correlations (NONPAR CORR) procedure from the Statistical Package for the Social Sciences (SPSS) was used to determine the consensus in the

ranking of the 113 task statements in each of the two profiles by the five respondent groups. Spearman's Rank-Order Correlation was the technique applied by this procedure.

Responses obtained through use of the questionnaire were used to establish two profiles. The profile formed by the first set of responses was referred to as the Ideal Profile and the profile formed by the second set of responses was referred to as the Real Profile. The data generated by the respondents were treated by the computer program in the following manner:

a. Each respondent group was processed separately, thus five sets of profiles were generated.

b. For each profile a tally of the responses was made for each task statement to indicate the number of responses at each level of the one to five scale (one indicating low importance or low performance and five indicating high importance or high performance).

c. A score for each task statement in each profile was calculated by finding the mean score.

d. The scores for each statement in each profile generated in step c were used to calculate: (1) a mean score for the profile (an indicator of importance) and (2) a standard deviation for statements in the profile (an indicator of consensus).

e. A T-score was then calculated for each task statements in each profile and on the basis of the T-scores, the statements were rank ordered within each profile.

f. The mean for the profile was used as the cutoff point to determine High-Low values for each profile.

g. The task statements were then separated into the four quadrants.

h. An averaged T-score was then calculated by averaging the T-scores for each item as calculated by step e in order to rank the statements within each quadrant. This represented a departure from the procedure used in previous studies which utilized the QAM. These studies used a weighted T-score calculated by using twice the Ideal or Importance T-score plus the Real or Performance T-score divided by three. For purposes of this study no justification could be found for this weighting.

Further, it was found during the pilot test that for purposes of this study the ranking of the statements within quadrants on the basis of averaged T-scores was inappropriate and although the profiles generated contained a ranking of the statements, this ranking was not used for any practical purpose. Quadrant placement and consensus of the quadrant placement of items by the respondent groups were used to select the items requiring inservice. All items, regardless of their rank order, were considered.

Researchers wishing to utilize the QAM for purposes similar to this study may be advised to consider two alternatives: either to omit the ranking of statements within each quadrant entirely and consider all items within the quadrant; or, if rank ordering is felt to be worthwhile to select items for some purpose, to rank the statements following standard procedures of discrepancy analysis, namely to subtract the performance or real score from the importance or ideal score.

For purposes of the questionnaire the task statements were placed in random order. Data from the computer referred to each task statement in terms of this order. To present more meaningful information, reference to the task statement in terms of its appearance in the Inventory of Tasks (Appendix 1) was substituted.

For example: The printout of the principals' responses lists the task statement of highest priority in Quadrant 1 to be "Item No. 20." Item 20 on the questionnaire was "Establishes policies and procedures for student discipline." This task statement is listed as the twenty-fourth statement under Pupil Personnel in the Inventory of Tasks. Thus, Item No. 20 becomes PP 24. All information concerning the task statements presented in the following chapter will be in terms of the order of presentation of the task statement in the Inventory of Tasks.

A key used to transpose the information is provided in Appendix 4.

ASSUMPTIONS

1. It must be assumed that the list of task statements was complete as far as defining the role of the principal was concerned.

2. It must be assumed that all respondents interpreted the questionnaire in the manner intended.

3. It must be assumed that trustees, principals, assistant principals, teachers, superintendents and assistant superintendents were able and willing to make accurate ratings of the current ability of the principal to perform the task.

4. For purposes of statistical analysis the Likert scales used in this study were assumed to be at least interval scales.

LIMITATIONS

1. Attempts to apply the information generated by this study to a particular group other than that which generated the data would not be valid.

2. Information generated was relative and not absolute. For that reason, there was a likelihood that "borderline" items have been placed in inappropriate quadrants. Principals were provided the opportunity to discuss the quadrant placement of these "borderline" items prior to the utilization of the information.

SUMMARY

In this chapter the research design used in this study has been presented. The population has been discussed and the development and administration of the instrument used in the study has been described. The chapter concluded with a description of the statistical programs used in the analysis of the data.

Chapter 4

PRESENTATION AND INTERPRETATION OF DATA GENERATED BY EACH RESPONDENT GROUP

The data presented in this chapter were generated by the principals, superintendents (including assistant superintendents), trustees, assistant principals and teachers of the Grande Prairie S.D. #2357. The rate of response to the questionnaire is addressed, the findings of each respondent group are presented and discussed separately. The primary focus for the presentation and discussion of the findings is upon the identification of the inservice requirements of the principals, and thus is centered around Quadrant 2 information.

RATE OF RESPONSE TO THE RESEARCH INSTRUMENT

Travers (1964:297) states "a questionnaire of some interest to the recipient may be expected to show only a 20 percent return even when conditions are favorable. Only rarely does it reach the 40 percent level." These comments regarding the rate of response to questionnaires indicate that the central difficulty in the use of questionnaires is the small rate of return. A response rate of 60 percent or higher was achieved from the groups included in this study. The response to the research instrument is summarized in Table 1. The rate of response from the four groups directly responsible for the administration of the school district was in excess of 75 percent. These returns gave confidence that the perceptions of each respondent group were adequately represented.

Table 1

Rate of Response to the Survey Instrument Used to Develop Task Assessment Profiles for the Identification of Inservice Requirements for School Principals of the Grande Prairie S.D. #2357

	Number in Group	Number Responding	Percentage of Group Responding
Principals	9	9	100%
Superintendents	3	3	100%
Trustees	5	4	80%
Assistant Principals	9	7	78%
Teachers	182	109	60%
Total	208	132	63%

PRESENTATION OF DATA

The following format was utilized for the presentation of the data for each respondent group:

1. A QAM profile was presented based upon the perceptions of the group.

2. The mean score for the Importance profile and the Performance profile are discussed.

3. An analysis of each quadrant for the percentage of task statements from each area of responsibility was presented and discussed.

4. The task statements from Quadrant 2 are listed.

5. Some statements from Quadrant 1 and 3 are given to provide a reference base for those listed in step 4.

DATA GENERATED BY PRINCIPALS

A Quadrant Assessment Profile for the principals of the Grande Prairie S.D. #2357 based upon the perceptions of the principals is presented as Table 2. The mean score for the rating of the Importance of the Task for the Principal was 3.782 which indicated the principals perceived the majority of the tasks are relatively important. The mean score for the rating of the Current Ability of the Principal to Perform the Tasks was 3.662. This indicated that the principals perceived themselves as being relatively competent in the performance of the tasks. The Performance mean was lower than the Importance mean and this was an indicator that areas for inservice would exist. These means were used as the cutting points to determine

Table 2

QAM Profile for the Principals of the Grande Prairie S.D. #2357
(Based upon the Perceptions of Nine Principals)

Quadrant 2

High Ideal-Low Real
(15 items)

CI 10	PO 10
SP 2	
PP 23	
CI 4	
CI 7	
CI 1	
SC 7	
PO 11	
CI 17	
CI 14	
CI 6	
CI 15	
PP 5	
CI 13	

Quadrant 1

High Ideal-High Real
(51 items)

PP 24	SP 20	CI 18	PP 10
PP 19	RM 4	PP 16	RM 5
CI 24	SP 1	PP 21	SP 7
PP 18	CI 20	SP 15	SP 13
SP 14	RM 9	CI 11	PO 4
CI 8	SC 2	SP 16	PO 13
PO 3	PO 5	SP 9	SP 10
SP 23	SP 12	SM 4	SP 8
SP 11	SP 22	PP 1	CI 12
PO 9	SC 1	CI 9	
SP 19	CI 22	PO 2	
CI 3	PP 7	PP 8	
PO 8	PO 6	RM 2	
PP 22	SP 3	SM 1	

Quadrant 3

Low Ideal-Low Real
(31 items)

SC 6	PP 12	CI 23
CI 5	RM 13	PP 26
PO 12	SC 3	SC 4
SP 17	RM 1	
PO 1	SM 5	
PP 3	SM 6	
PP 2	PP 20	
CI 2	SP 5	
PP 9	PP 14	
PP 17	SP 21	
CI 19	PP 15	
RM 10	SP 6	
CI 21	RM 7	
RM 12	PP 6	

Ouadrant 4

Low Ideal-High Real
(16 items)

PP 4	RM 11
RM 6	SC 5
SM 2	
PO 7	
RM 3	
PP 25	
PP 11	
PP 13	
SM 3	
RM 8	
SP 18	
SP 4	
CI 16	
SM 7	

Code: CI - Curriculum/Instruction
SP - Staff Personnel
PP - Pupil Personnel
SM - Support Management
RM - Resource Management
PO - System-Wide Policies and Operations
SC - School-Community Interface

A listing of all tasks is contained in The Inventory of Tasks.

Ranking: Tasks are ranked in each quadrant on the basis of averaged T-scores.
$\bar{X}$ Ideal = 3.782; $\bar{X}$ Real = 3.662.

High-Low values for use in the placement of tasks into the quadrants.

The information contained in the Quadrant Assessment Profile is relative, not absolute. This differentiation is necessary for correct interpretation. For example, task statements placed in low importance quadrants (Quadrant 3 and Quadrant 4) should not be perceived as being unimportant but rather as being of lower importance than task statements placed in high importance quadrants (Quadrant 1 and Quadrant 2). Similarly, the placement of task statements in low performance quadrants (Quadrant 2 and Quadrant 3) is not to conclude that they are not being performed well but rather that they are not being performed as well as task statements placed in high performance quadrants (Quadrant 1 and Quadrant 4).

The task statements were rank ordered within each quadrant and were presented highest to lowest from the top of the left-hand column to the bottom of the right-hand column. Principals were cautioned against equating statistical importance with actual importance. For the interpretation of task statements placed in Quadrant 1 principals were advised to view the task statements near the beginning of the list as being more firmly entrenched in the quadrant than those falling at the end of the list. Principals were advised not to view a task statement as being automatically more important than the task statements placed immediately following. Conversely, the task statements most firmly entrenched in Quadrant 3 are those items near the end of the list. Principals were advised to consider each of the task statements placed in Quadrants 2 and 4 individually.

Principals perceive themselves as addressing over 72% of the tasks with the appropriate level of performance commanded by the importance attached to the task. This was indicated by the placement of 51 task statements in Quadrant 1 and 31 task statements in Quadrant 3. Of the remaining 31 task statements, 16 were placed in Quadrant 4 and 15 were considered as having implications for inservice and were placed in Quadrant 2.

An analysis of the quadrant placement by principals for the task statements from each area of responsibility (Table 3) revealed that the majority of tasks related to Curriculum and Instruction, Staff Personnel and System-Wide Policies and Operations were perceived as being relatively important. Task statements related to School-Community Interface and Pupil Personnel were evenly distributed among quadrants of high and low importance. The majority of task statements related to Support Management and Resource Management were perceived as being relatively unimportant.

Principals perceived themselves as performing relatively well the majority of tasks related to Staff Personnel, Support Management, Resource Management, and System-Wide Policies and Operations. Task statements related to Curriculum and Instruction, Pupil Personnel, and School-Community Interface were distributed approximately the same among quadrants of high and low performance.

Of primary focus for this study were the task statements placed in Quadrant 2. Nine of the 15 task statements placed in this quadrant on the basis of the perceptions of principals were related to Curriculum and Instruction. Quadrant 2 was the only quadrant

Table 3

Distribution by Quadrant Placement as Perceived by Principals for the Task Statements within Each Area of Responsibility
(Information Extracted from Table 2)
(Percentages Used are Approximate)

Area of Responsibility	Total Number of Statements	Quadrant 1		Quadrant 2		Quadrant 3		Quadrant 4	
		Number of Statements	% of Statements	Number of Statements	% of Statements	Number of Statements	% of Statements	Number of Statements	% of Statements
Curriculum and Instruction	24	9	38%	9	38%	5	20%	1	4%
Staff Personnel	23	16	70%	1	4%	4	17%	2	9%
Pupil Personnel	26	10	38%	2	8%	10	38%	4	16%
Support Management	7	2	29%	0	0%	2	29%	3	42%
Resource Management	13	4	31%	0	0%	5	38%	4	31%
System-Wide Policies and Operations	13	8	62%	2	15%	2	15%	1	8%
School-Community Interface	7	2	29%	1	14%	3	43%	1	14%
Total	113	51	45%	15	13%	31	28%	16	14%

which did not encompass at least some task statements from each of the areas of responsibility. Task statements related to Resource Management and Support Management were not perceived by principals as having implications for inservice.

The 15 task statements perceived by principals as having implications for inservice were:

CI 10 Works with teachers in evaluating the instructional climate in the classroom.

SP 2 Observes teachers in classrooms to assist in evaluation of teaching practices.

PP 23 Establishes criteria for placement of students in school programs.

CI 4 Works with teachers in designing methods for evaluating instruction.

CI 7 Works with teachers in assessing the effectiveness of teaching methods.

CI 1 Includes interest of students in adapting and/or designing curriculum.

SC 7 Conveys community expectations to staff.

PO 11 Identifies existing problems in the school and relates these to long range planning in the system.

CI 17 Establishes procedures for evaluating progress toward instructional objectives.

CI 14 Works with teachers in designing classroom environments conducive to learning.

CI 6 Maintains an adequate achievement testing program for diagnostic and other educational purposes.

CI 15 Utilizes research evidence in the professional literature when planning educational programs.

PP 5 Plans and organizes a guidance and counselling program for students.

CI 13 Utilizes input from community when evaluating the school curriculum and instructional program.

PO 10 Works with superintendent or designate in establishing system-wide educational goals, policies and procedures.

To provide a reference or basis for the tasks identified for inservice, 10 statements in Quadrant 1 are presented here. These tasks were perceived by the principals as being tasks which were relatively important and being performed relatively well. These are tasks which should be developed through preservice training.

PP 24 Establishes policies and procedures for student discipline.

PP 19 Establishes a system for reporting pupil progress to parents.

CI 24 Works with teachers and students to establish a good school climate.

PP 18 Takes action on discipline matters requiring his intervention.

SP 14 Plans and maintains a system of communication with staff.

CI 8 Plans a program, including a timetable, which optimally matches time, space, staff, students and subject matter.

PO 3 Organizes school staff in order to accomplish the educational goals of the school system.

SP 23 Establishes and maintains good working relationships with and among staff.

SP 11 Assists in the recuirtment and selection of certificated personnel.

PO 9 Implements provincial and school board policies affecting the school.

Conversely, five task statements perceived as having low relative importance and low ability to perform, thus placed in Quadrant 3, were:

SC 4 Facilitates adult education programs.

PP 26 Recruits students.

CI 23 Determines whether course credit will be given for out of school activities; for example, music.

PP 6 Collects follow-up information on former students to improve services provided by the school.

RM 7 Provides information for financial audits.

From the data based upon the perceptions of the principals, the majority of inservice requirements were drawn from the area of Curriculum and Instruction.

DATA GENERATED BY SUPERINTENDENTS

A Quadrant Assessment Profile for the principals of the Grande Prairie S.D. #2357 based upon the perceptions of the superintendents is presented as Table 4. A mean of 4.056 for the rating of Importance of the Tasks indicates that superintendents have perceived the tasks as having relatively high importance for the principal. A mean of 3.743 for the rating of Ability to Perform the Task indicates that superintendents perceived principals as performing their jobs relatively well, however not as well as commanded by the importance of the task. The existence of inservice requirements is indicated by these mean scores.

Superintendents perceived principals as addressing only a slight majority (56%) of the 113 tasks in a manner appropriate to the performance commanded by the importance of the task. This was indicated by the placement of 35 task statements in Quadrant 1 and 28 task statements in Quadrant 2. Of the remaining 50 task statements, however, almost half were placed in Quadrant 4 which indicated relatively high performance by principals. A total of 28 task

Table 4

QAM Profile for the Principals of the Grande Prairie S.D. #2357
(Based upon the Perceptions of Three Superintendents)

Quadrant 2

High Ideal-Low Real
(28 items)

SP 16	PO 8	
PP 1	SC 7	
PP 23	CI 13	
SP 3	PP 9	
CI 9	RM 6	
CI 17	CI 10	
CI 4	SP 12	
CI 18	PO 6	
PO 2	RM 11	
SP 2	CI 21	
PO 4	SC 3	
PP 5	CI 22	
SP 9	PO 11	
RM 10	CI 2	

Quadrant 1

High Ideal-High Real
(35 items)

PP 19	SP 22	PO 5
CI 16	RM 2	CI 14
SP 23	PO 10	SP 15
CI 8	PO 7	CI 6
SC 1	PP 22	RM 5
PP 24	CI 7	SP 7
SP 11	RM 9	PP 4
SC 6	PP 8	
PP 18	SP 20	
PO 13	SC 2	
SP 18	PO 3	
SP 14	SP 8	
PP 21	CI 11	
CI 24	CI 20	

Ouadrant 3

Low Ideal-Low Real
(28 items)

SM 4	RM 1	
CI 12	CI 1	
CI 3	SM 7	
PP 2	SM 3	
SP 10	CI 15	
PP 20	RM 13	
RM 8	PP 17	
PP 14	CI 19	
SM 1	CI 23	
SP 13	PP 6	
SP 5	SP 6	
SM 5	SM 6	
PP 13	CI 5	
PO 1	PP 26	

Quadrant 4

Low Ideal-High Real
(22 items)

RM 4	SM 2	
PP 16	PP 25	
RM 3	SC 4	
PO 9	SP 4	
PP 11	RM 7	
PP 7	PO 12	
SC 5	SP 17	
RM 12	SP 21	
PP 3		
SP 1		
PP 15		
PP 10		
SP 19		
PP 12		

Code: CI - Curriculum/Instruction
SP - Staff Personnel
PP - Pupil Personnel
SM - Support Management
RM - Resource Mangement
PO - System-Wide Policies and Operations
SC - School-Community Interface

A listing of all tasks is contained in The Inventory of Tasks.

Ranking: Tasks are ranked in each quadrant on the basis of averaged T-scores.

$\bar{X}$ Ideal = 4.056; $\bar{X}$ Real = 3.743.

statements were perceived by superintendents as holding possible implications for inservice training of principals.

An analysis of the quadrant placement by superintendents for the task statements from each area of responsibility (Table 5) revealed that the majority of the tasks related to Curriculum and Instruction, Staff Personnel, System-Wide Policies and Operations, and School-Community Interface were perceived by the superintendents to be relatively important to the role of the principal. Task statements related to Pupil Personnel and Resource Management were distributed approximately evenly among quadrants of high and low importance. All tasks related to Support Management were perceived as relatively low in importance for the principal based upon the perceptions of the superintendents.

Superintendents perceived principals as performing relatively well the majority of tasks related to Staff Personnel, Pupil Personnel, and School-Community Interface. The tasks related to Resource Management and System-Wide Policies and Operations were approximately split among quadrants of High and Low performance. The majority of tasks related to Curriculum and Instruction and Support Management were perceived by superintendents as being performed least well. A number of tasks related to Curriculum and Instruction were perceived to fall in Quadrant 2, however the tasks related to Support Management were perceived as receiving the attention they commanded and thus were placed in Quadrant 3.

Of the task statements placed in Quadrant 2, based upon the perceptions of superintendents, approximately one-third were related

Table 5

Distribution by Quadrant Placement as Perceived by Superintendents for the Task Statements within Each Area of Responsibility
(Information Extracted from Table 4)
(Percentages Used are Approximate)

Area of Responsibility	Total Number of Statements	Quadrant 1		Quadrant 2		Quadrant 3		Quadrant 4	
		Number of Statements	% of Statements	Number of Statements	% of Statements	Number of Statements	% of Statements	Number of Statements	% of Statements
Curriculum and Instruction	24	8	33%	9	38%	7	29%	0	0%
Staff Personnel	23	9	39%	5	22%	4	17%	5	22%
Pupil Personnel	26	7	27%	4	15%	7	27%	8	31%
Support Management	7	0	0%	0	0%	6	86%	1	14%
Resource Management	13	3	23%	3	23%	3	23%	4	31%
System-Wide Policies and Operations	13	5	38%	5	38%	1	8%	2	16%
School-Community Interface	7	3	42%	2	29%	0	0%	2	29%
Total	113	35	31%	28	25%	28	25%	22	19%

to Curriculum and Instruction. Thirty-eight percent of the task statements related to System-Wide Policies and Operations were also perceived by superintendents to hold implications for inservice. Support Management was the only area of responsibility not represented in Quadrant 2.

The 28 task statements perceived by superintendents as having implications for inservice of principals were:

SP 16 Evaluates the performance of teachers.

PP 1 Establishes procedures for interpreting the evaluation of students to parents and teachers.

PP 23 Establishes criteria for placement of students in school programs.

SP 3 Encourages staff to recognize and commend worthwhile accomplishments of students.

CI 9 Assists teachers in developing skills related to solving instructional problems.

CI 17 Establishes procedures for evaluating progress toward instructional objectives.

CI 4 Works with teachers in designing methods for evaluating instruction.

CI 18 Works with teachers to establish criteria for student performance.

PO 2 Recommends staff for permanent certification, re-employment, tenure, promotion or dismissal.

SP 2 Observes teachers in classrooms to assist in evaluation of teaching practices.

PO 4 Utilizes board recommendations in revising educational plans.

PP 5 Plans and organizes a guidance and counselling program for students.

SP 9 Assists teachers in developing effective practices for attaining instructional objectives.

RM 10 Maintains a bookkeeping and accounting system in accordance with the policies, regulations and procedures of the board.

PO 8 Makes recommendations to appropriate officer of the board concerning prospective employees.

SC 7 Conveys community expectations to staff.

CI 13 Utilizes input from community when evaluating the school curriculum and instructional program.

PP 9 Evaluates the effectiveness of student personnel services.

RM 6 Purchases services and materials in accordance with the policies, regulations and procedures of the board.

CI 10 Works with teachers in evaluating the instructional climate in the classroom.

SP 12 Advises teachers of individual student's rights and responsibilities.

PO 6 Clarifies decision-making responsibilities for subordinates.

RM 11 Establishes procedures for acquiring and managing school generated funds.

CI 21 Establishes procedures for modifying curriculum content and organization.

SC 3 Utilizes community input in school decisions.

CI 22 Assesses curriculum effectiveness.

PO 11 Identifies existing problems in the school and relates these to long range planning in the system.

CI 2 Establishes curriculum committees to plan the use of curriculum materials.

To provide a basis of reference for the tasks listed above, 10 statements which superintendents identified in Quadrant 1 were:

PP 19 Establishes a system for reporting pupil progress to parents.

CI 16 Facilitates instructional approaches which complement classroom teaching; for example, field trips, student exchanges.

SP 23 Establishes and maintains good working relationships with and among staff.

CI 8 Plans a program, including a timetable, which optimally matches time, space, staff, students and subject matter.

SC 1 Develops communication channels with parents and local community.

PP 24 Establishes policies and procedures for student discipline.

SP 11 Assists in the recruitment and selection of certificated personnel.

SC 6 Utilizes community resources in the school program.

PP 18 Takes action on discipline matters requiring his intervention.

PO 13 Provides for health, welfare and safety of students and staff.

Conversely, five tasks perceived by superintendents as having low relative importance and low ability of principals to perform were:

PP 26 Recruits students.

CI 5 Makes use of standardized instruments when evaluating the educational program.

SM 6 Supervises the school transportation system.

SP 6 Establishes a system for training teachers in the use of a variety of media (for example, audio-visual equipment, library resources, etc.).

PP 6 Collects follow-up information on former students to improve services provided by the school.

From the data based upon the perceptions of the superintendents inservice requirements were drawn from both Curriculum and Instruction and System-Wide Policies and Operations.

DATA GENERATED BY TRUSTEES

A Quadrant Assessment Profile for the principals of the Grande Prairie S.D. #2357 based upon the perceptions of the trustees is presented as Table 6. The mean score for the rating of the Importance

Table 6

QAM Profile for the Principals of the Grande Prairie S.D. #2357
(Based upon the Perceptions of Four Trustees)

Quadrant 2

High Ideal-Low Real
(18 items)

SP 20	PP 7	
CI 15	CI 3	
PO 3	SP 16	
CI 11	CI 4	
CI 10		
PO 12		
PO 11		
RM 11		
PP 5		
PP 9		
CI 14		
SP 2		
CI 7		
CI 1		

Quadrant 1

High Ideal-High Real
(39 items)

PO 4	RM 5	SP 12
PP 19	CI 22	PO 5
SP 15	PP 11	SC 1
SP 19	PO 6	PP 25
PP 18	SP 22	PP 23
PO 13	PO 10	SP 1
RM 10	PP 21	PO 2
PP 13	PP 8	SP 4
PO 9	SM 4	PP 22
RM 9	PP 24	SP 3
SC 2	SP 14	CI 9
CI 8	RM 3	
CI 24	RM 6	
SP 23	RM 2	

Quadrant 3

Low Ideal-Low Real
(35 items)

RM 7	SC 3	SC 7
PP 17	CI 2	SP 5
SP 9	SP 6	SM 6
PP 15	SM 3	PP 6
CI 18	CI 13	SC 4
RM 13	CI 6	SM 7
RM 4	CI 17	PP 26
PP 14	SM 1	
CI 12	SP 17	
PP 1	CI 19	
PP 4	SP 11	
CI 21	SP 21	
SM 2	PO 8	
PP 12	SM 5	

Quadrant 4

Low Ideal-High Real
(21 items)

CI 16	SC 6
PP 2	RM 12
SP 13	PP 3
CI 20	PP 20
PO 1	PO 7
SP 7	CI 23
SP 18	SC 5
PP 10	
CI 5	
RM 8	
RM 1	
SP 8	
SP 10	
PP 16	

Code: CI - Curriculum/Instruction
SP - Staff Personnel
PP - Pupil Personnel
SM - Support Management
RM - Resource Management
PO - System-Wide Policies and Operations
SC - School-Community Interface

A listing of all tasks is contained in The Inventory of Tasks.

Ranking: Tasks are ranked in each quadrant on the basis of averaged T-scores.
$\bar{X}$ Ideal = 3.783; $\bar{X}$ Real = 3.628.

of the Task for Principals was 3.783 which indicated that trustees perceived the majority of tasks as being relatively important for the principal to perform. The mean score for the rating of Current Ability of the Principal to Perform the Task was 3.628. This indicated that trustees perceived the principals as performing the tasks relatively well.

Trustees perceived principals as addressing over 65% of the tasks with performance appropriate to the importance of the tasks. This was indicated by the placement of 39 task statements in Quadrant 1 and 35 task statements in Quadrant 3. Of the remaining 39 task statements, 21 were placed in Quadrant 4 and 18 were placed in Quadrant 2, indicating implications for inservice.

An analysis of the quadrant placement by trustees of the task statements from each area of responsibility (Table 7) revealed that trustees perceived the majority of task statements related to System-Wide Policies and Operations to be relatively important for principals. This finding would be expected due to the role and responsibilities of trustees. The majority of tasks related to School-Community Interface were perceived by trustees as being of relatively low importance as were tasks related to Support Management. Tasks related to Curriculum and Instruction, Staff Personnel, Pupil Personnel, and Resource Management were evenly distributed among quadrants of High and Low importance.

Trustees perceived principals as performing relatively well the majority of tasks related to Staff Personnel, Resource Management, System-Wide Policies and Operations, and School-Community Interface.

Table 7

Distribution by Quadrant Placement as Perceived by Trustees for the Task Statements within Each Area of Responsibility
(Information Extracted from Table 6)
(Percentages Used are Approximate)

Area of Responsibility	Total Number of Statements	Quadrant 1		Quadrant 2		Quadrant 3		Quadrant 4	
		Number of Statements	% of Statements	Number of Statements	% of Statements	Number of Statements	% of Statements	Number of Statements	% of Statements
Curriculum and Instruction	24	4	17%	8	33%	8	33%	4	17%
Staff Personnel	23	9	39%	3	13%	6	26%	5	22%
Pupil Personnel	26	10	38%	3	12%	8	31%	5	19%
Support Management	7	1	14%	0	0%	6	86%	0	0%
Resource Management	13	6	46%	1	8%	3	23%	3	23%
System-Wide Policies and Operations	13	7	54%	3	23%	1	8%	2	15%
School-Community Interface	7	2	29%	0	0%	3	42%	2	29%
Total	113	39	35%	18	16%	35	31%	21	18%

The majority of tasks related to Curriculum and Instruction and Support Management were placed in Low Performance quadrants. Tasks related to Pupil Personnel were evenly distributed among quadrants of High and Low Performance.

Of the task statements placed in Quadrant 2, over 40% were related to Curriculum and Instruction. A relatively high proportion of task statements related to System-Wide Policies and Operations were also placed in Quadrant 2. The areas of Staff Personnel, Pupil Personnel and Resource Management were each represented by task statements in Quadrant 2. Trustees perceived Support Management and School-Community Interface as holding no implications for inservice for principals.

On the basis of the perceptions of trustees the 18 task statements having implications for inservice of principals were:

SP 20 Recognizes and commends worthwhile accomplishments of staff.

CI 15 Utilizes research evidence in the professional literature when planning educational programs.

PO 3 Organizes school staff in order to accomplish the educational goals of the school system.

CI 11 Identifies alternative educational plans for students consistently failing in regular classroom instruction.

CI 10 Works with teachers in evaluating the instructional climate in the classroom.

PO 12 Establishes procedures to monitor and control school visitors.

PO 11 Identifies existing problems in the school and relates these to long range planning in the system.

RM 11 Establishes procedures for acquiring and managing school generated funds.

PP 5 Plans and organizes a guidance and counselling program for students.

PP 9 Evaluates the effectiveness of student personnel services.

CI 14 Works with teachers in designing classroom environments conducive to learning.

SP 2 Observes teachers in classrooms to assist in evaluation of teaching practices.

CI 7 Works with teachers in assessing the effectiveness of teaching methods.

CI 1 Includes interest of students in adapting and/or designing curriculum.

PP 7 Implements a system to achieve regular attendance by students.

CI 3 Considers individual differences among students when organizing for instruction.

SP 16 Evaluates the performance of teachers.

CI 4 Works with teachers in designing methods for evaluating instruction.

To provide a basis for reference for the task statements listed above, 10 statements which trustees identified as belonging in Quadrant 1 were:

PO 4 Utilizes board recommendations in revising educational plans.

PP 19 Establishes a system for reporting pupil progress to parents.

SP 15 Plans and conducts staff meetings.

SP 19 Develops a schedule for supervision of students.

PP 18 Takes action on discipline matters requiring his intervention.

PO 13 Provides for health, welfare and safety of students and staff.

RM 10 Maintains a bookkeeping and accounting system in accordance with the policies, regulations and procedures of the board.

PP 13 Maintains cumulative records on students.

PO 9 Implements provincial and school board policies affecting the school.

RM 9 Administers the school budget in accordance with the policies, regulations and procedures of the board.

Conversely, five tasks perceived by trustees as having low relative importance and low ability of principals to perform were:

PP 26 Recruits students.

SM 7 Assists in the recruitment and selection of non-certificated personnel.

SC 4 Facilitates adult education programs.

PP 6 Collects follow-up information on former students to improve services provided by the school.

SM 6 Supervises the school transportation system.

From the data based upon the perceptions of the trustees inservice requirements were drawn from both Curriculum and Instruction and System-Wide Policies and Operations.

DATA GENERATED BY ASSISTANT PRINCIPALS

A Quadrant Assessment Profile for the principals of the Grande Prairie S.D. #2357 based upon the perceptions of the assistant principals is presented as Table 8. A mean score of 4.124 for the rating of Importance of the Task for Principals indicated the relatively high importance for principals with which assistant principals perceived the tasks. A mean score of 4.288 for the rating of Current Ability of the Principal to perform the task indicated that assistant principals perceived principals as performing their jobs extremely well.

Assistant principals perceived principals as addressing over 79% of the tasks with performance appropriate to the importance of the task. This was indicated by the placement of 46 task statements in Quadrant 1 and 44 task statements in Quadrant 3. Of the remaining

Table 8

QAM Profile for the Principals of the Grande Prairie S.D. #2357
(Based upon the Perceptions of Seven Assistant Principals)

Quadrant 2

High Ideal-Low Real
(19 items)

SP 2	CI 18		
CI 10	CI 12		
CI 7	SP 10		
PP 10	CI 9		
CI 11	SP 9		
PP 16			
SP 13			
CI 4			
PP 4			
SP 7			
SP 18			
SP 1			
CI 17			
CI 2			

Quadrant 1

High Ideal-High Real
(46 items)

PO 3	RM 3	PP 5	SM 1
RM 5	SP 22	PP 1	RM 8
SP 11	RM 2	SM 7	RM 6
PP 18	PP 19	SP 19	PO 4
CI 24	RM 10	SP 16	
SP 23	PP 22	PP 23	
PP 24	PP 21	PP 7	
CI 3	RM 9	CI 20	
SP 15	PO 8	PO 5	
SP 20	PP 25	PO 6	
SM 4	CI 8	PP 2	
SP 3	PO 13	PO 11	
SM 2	SP 14	SC 1	
RM 4	SC 2	PP 9	

Quadrant 3

Low Ideal-Low Real
(44 items)

CI 19	RM 7	SC 3	PP 26
RM 12	SM 5	PP 17	SC 4
PO 9	RM 1	PO 1	
SC 5	PP 13	CI 6	
PP 3	CI 5	PP 15	
CI 16	PO 7	CI 15	
SP 8	SP 17	SP 21	
SP 12	SC 6	SC 7	
RM 11	CI 14	SM 6	
PP 20	PP 14	RM 13	
CI 1	CI 13	SP 6	
SM 3	CI 21	CI 23	
PO 12	SP 5	PP 12	
PP 8	PO 10	PP 6	

Quadrant 4

Low Ideal-High Real
(4 items)

SP 4
PO 2
CI 22
PP 11

Code: CI - Curriculum/Instruction
SP - Staff Personnel
PP - Pupil Personnel
SM - Support Management
RM - Resource Management
PO - System-Wide Policies and Operations
SC - School-Community Interface

A listing of all tasks is contained in The Inventory of Tasks.

Ranking: Tasks are ranked in each quadrant on the basis of averaged T-scores.

$\overline{X}$ Ideal = 4.124; $\overline{X}$ Real = 4.288.

23 tasks, only 4 were placed in Quadrant 4 and the remaining 19 in Quadrant 2. The low number of task statements in Quadrant 4 indicated that assistant principals perceived principals as utilizing their ability extremely well.

An analysis of the quadrant placement by assistant principals of the task statements from each area of responsibility (Table 9) revealed that the majority of task statements related to Staff Personnel, Pupil Personnel, and Resource Management were perceived to be relatively important. Tasks related to Curriculum and Instruction, Support Management, and System-Wide Policies and Operations were evenly distributed among quadrants of High and Low Importance. The majority of tasks related to School-Community Interface were perceived by assistant principals as relatively unimportant for the principal.

Assistant principals perceived principals as performing well the majority of tasks related to Resource Management and System-Wide Policies and Operations. Tasks related to Staff Personnel, Pupil Personnel, and Support Management were somewhat evenly distributed among quadrants of High and Low Performance. The majority of tasks related to Curriculum and Instruction and School-Community Interface were perceived by assistant principals as being in quadrants of Low Performance.

All of the task statements placed in Quadrant 2 based upon the perceptions of assistant principals were from areas of responsibility directly concerned with the classroom, namely, Curriculum and Instruction, Staff Personnel, and Pupil Personnel. Task statements

Table 9

Distribution by Quadrant Placement as Perceived by Assistant Principals for Task Statements within Each Area of Responsibility
(Information Extracted from Table 8)
(Percentages Used are Approximate)

Area of Responsibility	Total Number of Statements	Quadrant 1		Quadrant 2		Quadrant 3		Quadrant 4	
		Number of Statements	% of Statements	Number of Statements	% of Statements	Number of Statements	% of Statements	Number of Statements	% of Statements
Curriculum and Instruction	24	4	16%	9	38%	10	42%	1	4%
Staff Personnel	23	9	39%	7	30%	6	26%	1	5%
Pupil Personnel	26	12	46%	3	12%	10	38%	1	4%
Support Management	7	4	57%	0	0%	3	43%	0	0%
Resource Management	13	8	62%	0	0%	5	38%	0	0%
System-Wide Policies and Operations	13	7	54%	0	0%	5	38%	1	8%
School-Community Interface	7	2	29%	0	0%	5	71%	0	0%
Total	113	46	41%	19	17%	44	39%	4	3%

related to Curriculum and Instruction accounted for almost half of the statements placed in this quadrant.

On the basis of the perceptions of the assistant principals the 19 task statements identified as having implications for inservice of principals were:

SP 2 Observes teachers in classrooms to assist in evaluation of teaching practices.

CI 10 Works with teachers in evaluating the instructional climate in the classroom.

CI 7 Works with teachers in assessing the effectiveness of teaching methods.

PP 10 Supports co-curricular program by active participation and attendance.

CI 11 Identifies alternative educational plans for students consistently failing in regular classroom instruction.

PP 16 Recognizes outstanding student achievement.

SP 13 Communicates to staff the importance of professionalism and development as a professional.

CI 4 Works with teachers in designing methods for evaluating instruction.

PP 4 Schedules times to be available for informal interaction with students.

SP 7 Establishes procedures for staff participation in decision making concerning school policies.

SP 18 Coordinates the use of professional support staff; for example, reading specialists.

SP 1 Assigns decision-making tasks to staff commensurate with their interest, expertise and organizational responsibility.

CI 17 Establishes procedures for evaluating progress toward instructional objectives.

CI 2 Establishes curriculum committees to plan the use of curriculum materials.

CI 18 Works with teachers to establish criteria for student performance.

CI 12 Designs a curriculum which meets individual learner needs.

SP 10 Plans professional development activities for self and others on the basis of an assessment of needs.

CI 9 Assists teachers in developing skills related to solving instructional problems.

SP 9 Assists teachers in developing effective practices for attaining instructional objectives.

To provide a basis of reference for the task statements listed above, 10 statements which assistant principals identified in Quadrant 1 were:

PO 3 Organizes school staff in order to accomplish the educational goals of the school system.

RM 5 Prepares a budget in accordance with the policies, regulations and procedures of the board.

SP 11 Assists in the recruitment and selection of certificated personnel.

PP 18 Takes action on discipline matters requiring his intervention.

CI 14 Works with teachers in designing classroom environments conducive to learning.

SP 23 Establishes and maintains good working relationships with and among staff.

PP 24 Establishes policies and procedures for student discipline.

CI 3 Considers individual differences among students when organizing for instruction.

SP 15 Plans and conducts staff meetings.

SP 20 Recognizes and commends worthwhile accomplishments of staff.

Conversely, five tasks perceived by assistant principals as having low relative importance and low ability of principals to perform were:

SC 4 Facilitates adult education programs.

PP 26 Recruits students.

PP 6 Collects follow-up information on former students to improve services provided by the school.

PP 12 Encourages staff to provide students with opportunities for self-evaluation.

CI 23 Determines whether course credit will be given for out of school activities; for example, music.

From the data based upon the perceptions of assistant principals, inservice requirements were drawn from the areas of Curriculum and Instruction, Staff Personnel, and Pupil Personnel.

DATA GENERATED BY TEACHERS

A Quadrant Assessment Profile for the principals of the Grande Prairie S.D. #2357 based upon the perceptions of teachers is presented as Table 10. A mean score of 3.891 for the ranking of Importance of the Task for the Principal indicated the relatively high importance with which teachers perceived the tasks. A mean score of 3.944 for the ranking of Current Ability of the Principal to Perform the Task indicated that teachers perceive principals as performing their jobs well.

Teachers perceived principals as addressing over 84% of the tasks with performance appropriate to the importance of the task. This was indicated by the placement of 53 task statements in Quadrant 1 and 42 items in Quadrant 3. Of the remaining 18 task statements, nine were placed in Quadrant 4 and nine were placed in Quadrant 2.

An analysis of the quadrant placement by teachers of the task

Table 10

QAM Profile for the Principals of the Grande Prairie S.D. #2357
(Based upon the Perceptions of 109 Teachers)

Quadrant 2

High Ideal-Low Real
(9 items)

CI 11
SP 13
PO 7
SP 16
CI 9
CI 22
CI 10
SP 2
CI 7

Quadrant 1

High Ideal-High Real
(53 items)

PP 18	RM 2	PO 10	CI 16
SP 23	SP 11	PP 25	PP 21
SP 15	SC 1	PO 11	SM 2
CI 24	PO 5	PP 11	PP 23
SC 2	PO 13	PP 10	SM 4
SP 19	PP 16	SM 1	SP 12
PP 24	RM 3	CI 20	SP 18
PP 19	RM 9	SP 7	RM 10
PO 3	PO 9	RM 8	PP 7
RM 5	SP 20	PO 2	PO 6
SP 14	SP 4	RM 4	RM 6
SP 3	SP 8	PP 1	
CI 8	PP 22	CI 3	
SP 22	SP 1	PO 8	

Quadrant 3

Low Ideal-Low Real
(42 items)

SP 10	SM 7	CI 12
CI 13	SC 5	SM 6
SP 17	PP 14	CI 2
SC 7	CI 1	PP 17
PP 8	PP 9	RM 7
CI 6	CI 14	PP 15
CI 18	PP 4	SM 5
SM 3	SP 5	PP 12
SC 3	PP 20	SP 6
CI 19	CI 15	CI 23
SC 6	PP 5	SP 21
CI 17	CI 4	PP 6
SP 9	CI 5	PP 26
PP 3	CI 21	SC 4

Quadrant 4

Low Ideal-High Real
(9 items)

PP 13
PO 4
PP 2
RM 1
PO 12
RM 11
RM 12
RM 13
PO 1

Code: CI - Curriculum/Instruction
SP - Staff Personnel
PP - Pupil Personnel
SM - Support Management
RM - Resource Management
PO - System-Wide Policies and Operations
SC - School-Community Interface

A listing of all tasks is contained in The Inventory of Tasks.

Ranking: Tasks are ranked in each quadrant on the basis of averaged T-scores.

$\overline{X}$ Ideal = 3.891; $\overline{X}$ Real = 3.944.

statements from each area of responsibility (Table 11) revealed that the majority of task statements related to Staff Personnel, Resource Management, and System-Wide Policies and Operations were perceived to be relatively important. Tasks related to Pupil Personnel and Support Management were somewhat evenly distributed among quadrants of High and Low Importance. The majority of tasks related to Curriculum and Instruction and School-Community Interface were placed in quadrants of Low Importance.

Teachers perceived principals performing well the majority of tasks related to Staff Personnel, Resource Management and System-Wide Policies and Operations. Tasks related to Pupil Personnel and Support Management were somewhat evenly distributed among quadrants of High and Low Performance. The majority of tasks related to Curriculum and Instruction and School-Community Interface were placed in Low Performance quadrants.

Of the task statements placed in Quadrant 2 on the basis of the perceptions of teachers, over 55% were related to Curriculum and Instruction. Only two other areas of responsibility were perceived to have implications for inservice. These were Staff Personnel and System-Wide Policies and Operations. Teachers did not perceive tasks related to Pupil Personnel, Support Management, Resource Management, and School-Community Interface as having implications for inservice.

On the basis of the perceptions of teachers, the nine task statements identified as having implications for inservice of principals were:

CI 11 Identifies alternative educational plans for students consistently failing in regular classroom instruction.

Table 11

Distribution by Quadrant Placement as Perceived by Teachers for the Task Statements within Each Area of Responsibility
(Information Extracted from Table 10)
(Percentages Used are Approximate)

Area of Responsibility	Total Number of Statements	Quadrant 1		Quadrant 2		Quadrant 3		Quadrant 4	
		Number of Statements	% of Statements	Number of Statements	% of Statements	Number of Statements	% of Statements	Number of Statements	% of Statements
Curriculum and Instruction	24	5	21%	5	21%	14	58%	0	0%
Staff Personnel	23	14	61%	3	13%	6	26%	0	0%
Pupil Personnel	26	12	46%	0	0%	12	46%	2	8%
Support Management	7	3	43%	0	0%	4	57%	0	0%
Resource Management	13	8	62%	0	0%	1	8%	4	30%
System-Wide Policies and Operations	13	9	69%	1	8%	0	0%	3	23%
School-Community Interface	7	2	29%	0	0%	5	71%	0	0%
Total	113	53	47%	9	8%	42	37%	9	8%

SP 13 Communicates to staff the importance of professionalism and development as a professional.

PO 7 Utilizes services of subject matter specialists.

SP 16 Evaluates the performance of teachers.

CI 9 Assists teachers in developing skills related to solving instructional problems.

CI 22 Assesses curriculum effectiveness.

CI 10 Works with teachers in evaluating the instructional climate in the classroom.

SP 2 Observes teachers in classrooms to assist in evaluation of teaching practices.

CI 7 Works with teachers in assessing the effectiveness of teaching methods.

To provide a basis of reference for the task statements listed above, 10 statements which teachers identified in Quadrant 1 were:

PP 18 Takes action on discipline matters requiring his intervention.

SP 23 Establishes and maintains good working relationships with and among staff.

SP 15 Plans and conducts staff meetings.

CI 24 Works with teachers and students to establish a good school climate.

SC 2 Promotes positive school image in the community.

SP 19 Develops a schedule for supervision of students.

PP 24 Establishes policies and procedures for student discipline.

PP 19 Establishes a system for reporting pupil progress to parents.

PO 3 Organizes school staff in order to accomplish the educational goals of the school system.

RM 5 Prepares a budget in accordance with the policies, regulations and procedures of the board.

Conversely, five tasks perceived by teachers as having low relative importance and low ability of principals to perform were:

SC 4 Facilitates adult education programs.

PP 26 Recruits students.

PP 6 Collects follow-up information on former students to improve services provided by the school.

SP 21 Provides personal and career counselling for staff.

CI 23 Determines whether course credit will be given for out of school activities; for example, music.

From the data based upon the perceptions of teachers, inservice requirements were drawn primarily from Curriculum and Instruction and Staff Personnel.

SUMMARY

In this chapter the information generated by the principals, superintendents, trustees, assistant principals and teachers of the Grande Prairie S.D. #2357 has been presented. Areas of responsibility which each respondent group perceived as having implications for inservice of principals were identified. Task statements perceived by each respondent group were presented.

Chapter 5

FURTHER PRESENTATION, UTILIZATION AND EVALUATION OF DATA

In this chapter the consensus between the principal and each of the remaining four respondent groups in the ranking of the 113 task statements within the Ideal profile and the Real profile is presented and discussed. The mean scores of the profiles by each respondent group are presented and compared. The tasks placed in Quadrant 2 by the five respondent groups are analysed on the basis of the seven areas of responsibility. A Quadrant Assessment Profile is provided for those task statements achieving the consensus of all five respondent groups. Task statements not receiving total consensus but which may hold implications for inservice are identified. The utilization of the data by the principals is discussed and the task statements identified by the principals as describing their inservice requirements are presented. The results of the evaluation by principals of the model and the information generated are presented.

FURTHER PRESENTATION OF DATA

Spearman's Rank Order Correlation

Spearman's Rank Order Correlation was used to determine the level of agreement between the principal and each of the remaining four respondent groups in the ranking of the 113 task statements for "importance of the task for the principal" and for "the current

ability of the principal to perform the task." Spearman's rank order correlation coefficients are provided in Table 12.

Table 12

Spearman's Rank Order Correlation Coefficients for Ratings of Importance and Performance of the 113 Task Statements by the Five Respondent Groups

Variables in Comparison[1]	Spearman's Coefficient
Importance	
Principal - Superintendent	.6819
Principal - Trustee	.5544
Principal - Assistant Principal	.7177
Principal - Teacher	.7618
Performance	
Principal - Superintendent	.5324
Principal - Trustee	.5099
Principal - Assistant Principal	.6409
Principal - Teacher	.7448

[1]For rank order of mean ratings on scale from 1 (low) to 5 (high).

All correlations were positive and higher than .5 which indicated strong agreement between the rankings by principals and the rankings by each of the remaining respondent groups. Also in each instance the agreement was stronger for "the importance of the task" than the agreement for "the ability to perform the task." This indicated stronger agreement as to the order of importance but less agreement as to how well the principals are able to perform the task.

On the basis of the strength of the correlations, the order of agreement between the principals and each of the other groups

remained the same for both sets of rankings. The highest correlations were with teachers followed, in order, by assistant principals, superintendents and trustees. Considering the large number of task statements which dealt with the in-school activities of the principals it was understandable that these correlations were higher. Superintendents and trustees, due to the nature of their roles, do not have the opportunity to view principals in the day-to-day performance of their job thus were not expected to agree as strongly as teachers or assistant principals. The correlations also indicate a positive working relationship probably exists between the principal and his staff.

Mean Scores for Ideal and Real Profiles

The mean scores for the "Importance" and "Performance" profiles by the five respondent groups were extracted from the QAM profiles of each group for purposes of comparison. This information is presented in Table 13. The mean scores are on a basis of responses on a 1 (low) to 5 (high) Likert scale.

Table 13

Mean Scores for Ideal and Real Profiles by the Five Respondent Groups on a Basis of Responses on a 1 to 5 Likert Scale (Information Extracted from QAM Profiles)

	Principals	Superintendents	Trustees	Assistant Principals	Teachers
Ideal	3.782	4.056	3.783	4.124	3.891
Real	3.662	3.743	3.628	4.288	3.944

All five groups perceived the majority of tasks as having high importance for the principals to perform. This was indicated by mean scores of 3.782 or greater. Assistant principals rated the importance of the tasks highest with a mean score of 4.124, followed in order by superintendents (4.056), teachers (3.891), trustees (3.783) and principals (3.782). All other groups perceived the tasks to be more important for the principals to perform than did the principals themselves. This indicates that they perceive the position of principal as being an important one in their system.

All five groups rated the ability of the principal to perform the tasks as being high. This was indicated by mean scores of 3.662 or greater. Assistant principals rated the ability of the principal highest with a mean score of 4.288, followed in order by teachers (3.944), superintendents (3.743), principals (3.662) and trustees (3.628). Trustees and principals were extremely close in their perceptions of how well principals were performing their job and it is of interest to note that superintendents, teachers and assistant principals rated the performance of the principal higher than did the principals themselves.

Assistant principals and teachers rated the ability of the principal to perform the task higher than the importance of the tasks. This indicates that the school-based staff perceive the principal as doing an excellent job. Principals, superintendents and trustees have rated the ability of the principals to perform the task slightly lower than the importance.

Overall the respondent groups perceive the majority of tasks

as being important for the principals to perform and feel they are actually performing them well.

Analysis of Task Statements in Quadrant 2 by Area of Responsibility

An analysis of the quadrant placement of tasks from each of the seven areas of responsibility has been addressed in the previous chapter for each group of respondents. As the primary focus of this study is the identification of the inservice requirements of principals, only those statements which were placed in Quadrant 2 will be used here for further comparison. However, a composite table of the information contained in Tables 3, 5, 7, 9 and 11 has been prepared and included as Appendix 5.

The number and percentage of task statements from each area of responsibility placed in Quadrant 2 by each of the respondent groups has been presented in Table 14. All five respondent groups most frequently placed statements from Curriculum and Instruction in Quadrant 2. All groups also placed some statements from Staff Personnel in Quadrant 2, however, with less frequency than those from Curriculum and Instruction. All groups, with the exception of teachers, included some statements related to Pupil Personnel in Quadrant 2. No statements related to Support Management were placed in Quadrant 2 by any group. Superintendents and trustees placed a few statements related to Resource Management in Quadrant 2. All groups, with the exception of assistant principals, placed statements related to System-Wide Policies and Operations in Quadrant 2. Task statements related to School-Community Interface were placed in Quadrant 2 by principals and superintendents only.

Table 14

Number and Approximate Percentage of Task Statements from Each Area of Responsibility Placed in Quadrant 2 by Each Respondent Group
(Information Extracted from Tables 3, 5, 7, 9 and 11)

Area of Responsibility	Total Number of Statements	Principal		Super-intendent		Trustee		Assistant Principal		Teachers	
		Number	% of Total	Number	% of Total	Number	% of Total	Number	% of Total	Number	% of Total
Curriculum and Instruction	24	9	38%	9	38%	8	33%	9	38%	5	21%
Staff Personnel	23	1	4%	5	22%	3	13%	7	30%	3	13%
Pupil Personnel	26	2	8%	4	15%	3	12%	3	12%	0	0%
Support Management	7	0	0%	0	0%	0	0%	0	0%	0	0%
Resource Management	13	0	0%	3	23%	1	8%	0	0%	0	0%
System-Wide Polices and Operations	13	2	15%	5	38%	3	23%	0	0%	1	8%
School-Community Interface	7	1	14%	2	29%	0	0%	0	0%	0	0%

Overall, Curriculum and Instruction and Staff Personnel were the primary areas perceived by the respondent groups as holding implications for inservice. Some implications for inservice in Pupil Personnel, Resource Management, System-Wide Policies and Operations, and School-Community Interface were identified. Support Management was not perceived by the respondent groups as having implications for inservice.

Comparison of QAM Profiles

To assist in the comparison of the five QAM profiles, a table displaying the quadrant placement by each of the five respondent groups for each of the 113 task statements has been provided (see Table 15). Task statements are given in the order of their appearance in the Inventory of Tasks. A QAM profile (Table 16) displaying items with total consensus is also provided and in order to facilitate the interpretation of the items of consensus, the task statements have been extracted from the Inventory of Tasks and are presented immediately following the QAM profile (Table 17).

Of prime interest to this study are the two task statements placed in Quadrant 2, indicating a requirement for inservice. These are:

CI 10 Works with teachers in evaluating the instructional climate in the classroom.

SP 2 Observes teachers in classroom to assist in evaluation of teaching practices.

Apparent in these task statements is the implication for principals to become more involved in a supervisory capacity at the classroom level.

Table 15

Quadrant Placement of Task Statements by Five Respondent Groups

Task	P	S	Tr	AP	Te
CI 1	2	3	2	3	3
CI 2	3	2	3	2	3
CI 3	1	3	2	1	1
CI 4	2	2	2	2	3
CI 5	3	3	4	3	3
CI 6	2	1	3	3	3
CI 7	2	1	2	2	2
CI 8	1	1	1	1	1
CI 9	1	2	1	2	2
CI 10	2	2	2	2	2
CI 11	1	1	2	2	2
CI 12	1	3	3	2	3
CI 13	2	2	3	3	3
CI 14	2	1	2	3	3
CI 15	2	3	2	3	3
CI 16	4	1	4	3	1
CI 17	2	2	3	2	3
CI 18	1	2	3	2	3
CI 19	3	3	3	3	3
CI 20	1	1	4	1	1
CI 21	3	2	3	3	3
CI 22	1	2	1	4	2
CI 23	3	3	4	3	3
CI 24	1	1	1	1	1

Task	P	S	Tr	AP	Te
SP 1	1	4	1	2	1
SP 2	2	2	2	2	2
SP 3	1	2	1	1	1
SP 4	4	4	1	4	1
SP 5	3	3	3	3	3
SP 6	3	3	3	3	3
SP 7	1	1	4	2	1
SP 8	1	1	4	3	1
SP 9	1	2	3	2	3
SP 10	1	3	4	2	3
SP 11	1	1	3	1	1
SP 12	1	2	1	3	1
SP 13	1	3	4	2	2
SP 14	1	1	1	1	1
SP 15	1	1	1	1	1
SP 16	1	2	2	1	2
SP 17	3	4	3	3	3
SP 18	4	1	4	2	1
SP 19	1	4	1	1	1
SP 20	1	1	2	1	1
SP 21	3	4	3	3	3
SP 22	1	1	1	1	1
SP 23	1	1	1	1	1

Task	P	S	Tr	AP	Te
PP 1	1	2	3	1	1
PP 2	3	3	4	1	4
PP 3	3	4	4	3	3
PP 4	4	1	3	2	3
PP 5	2	2	2	1	3
PP 6	3	3	3	3	3
PP 7	1	4	2	1	1
PP 8	1	1	1	3	3
PP 9	3	2	2	1	3
PP 10	1	4	4	2	1
PP 11	4	4	1	4	1
PP 12	3	4	3	3	3
PP 13	4	3	1	3	4
PP 14	3	3	3	3	3
PP 15	3	4	3	3	3
PP 16	1	4	4	2	1
PP 17	3	3	3	3	3
PP 18	1	1	1	1	1
PP 19	1	1	1	1	1
PP 20	3	3	4	3	3
PP 21	1	1	1	1	1
PP 22	1	1	1	1	1
PP 23	2	2	1	1	1
PP 24	1	1	1	1	1
PP 25	4	4	1	1	1
PP 26	3	3	3	3	3

P = Principals; S = Superintendents; Tr = Trustees; AP = Assistant Principals; Te = Teachers.

Table 15 (continued)

Task	P	S	Tr	AP	Te
SM 1	1	3	3	1	1
SM 2	4	4	3	1	1
SM 3	4	3	3	3	3
SM 4	1	3	1	1	1
SM 5	3	3	3	3	3
SM 6	3	3	3	3	3
SM 7	4	3	3	1	3

Task	P	S	Tr	AP	Te
PO 1	3	3	4	3	4
PO 2	1	2	1	4	1
PO 3	1	1	2	1	1
PO 4	1	2	1	1	4
PO 5	1	1	1	1	1
PO 6	1	2	1	1	1
PO 7	4	1	4	3	2
PO 8	1	2	3	1	1
PO 9	1	4	1	3	1
PO 10	2	1	1	3	1
PO 11	2	2	2	1	1
PO 12	3	4	2	3	4
PO 13	1	1	1	1	1

Task	P	S	Tr	AP	Te
RM 1	3	3	4	3	4
RM 2	1	1	1	1	1
RM 3	4	4	1	1	1
RM 4	1	4	3	1	1
RM 5	1	1	1	1	1
RM 6	4	2	1	1	1
RM 7	3	4	3	3	3
RM 8	4	3	4	1	1
RM 9	1	1	1	1	1
RM 10	3	2	1	1	1
RM 11	4	2	2	3	4
RM 12	3	4	4	3	4
RM 13	3	3	3	3	4

Task	P	S	Tr	AP	Te
SC 1	1	1	1	1	1
SC 2	1	1	1	1	1
SC 3	3	2	3	3	3
SC 4	3	4	3	3	3
SC 5	4	4	4	3	3
SC 6	3	1	4	3	3
SC 7	2	2	3	3	3

P = Principals; S = Superintendents; Tr = Trustees; AP = Assistant Principals; Te = Teachers.

Table 16

QAM Profile for the Principals of the Grande Prairie S.D. #2357
(Consensus of all Five Respondent Groups)

Quadrant 2 High Ideal-Low Real (2 items)	Quadrant 1 High Ideal-High Real (18 items)
SP 2 CI 10	CI 8 CI 24 SP 14 SP 15 SP 22 SP 23 PP 18 PP 19 PP 21 PP 22 PP 24 RM 2 RM 5 RM 9 PO 5 PO 13 SC 1 SC 2
Quadrant 3 **Low Ideal-Low Real** **(9 items)**	**Quadrant 4** **Low Ideal-High Real**
CI 19 SP 5 SP 6 PP 6 PP 14 PP 17 PP 26 SM 5 SM 6	There are no items of consensus in this quadrant by the five respondent groups.

Code: CI - Curriculum/Instruction
SP - Staff Personnel
PP - Pupil Personnel
SM - Support Management
RM - Resource Management
PO - System-Wide Policies and Operations
SC - School-Community Interface

A listing of all tasks is contained in The Inventory of Tasks.

Listing is not rank ordered in any manner.

Table 17

Task Statements Receiving Consensus by the Five Respondent Groups

Quadrant 1

CI 8	Plans a program, including a timetable, which optimally matches time, space, staff, students and subject matter.
CI 24	Works with teachers and students to establish a good school climate.
SP 14	Plans and maintains a system of communication with staff.
SP 15	Plans and conducts staff meetings.
SP 22	Provides for orientation of new staff.
SP 23	Establishes and maintains good working relationships with and among staff.
PP 18	Takes action on discipline matters requiring his attention.
PP 19	Establishes a system for reporting pupil progress to parents.
PP 21	Works with teachers to establish a comprehensive student activity program.
PP 22	Establishes a system for communication with students.
PP 24	Establishes policies and procedures for student discipline.
RM 2	Projects staffing needs.
RM 5	Prepares a budget in accordance with the policies, regulations and procedures of the board.
RM 9	Administers the school budget in accordance with the policies, regulations and procedures of the board.
PO 5	Ensures school goals and objectives are consistent with system goals.
PO 13	Provides for health, welfare and safety of students and staff.
SC 1	Develops communication channels with parents and local community.
SC 2	Promotes positive school image in the community.

Table 17 (continued)

Quadrant 2

SP 2	Observes teachers in classrooms to assist in evaluation of teaching practices.
CI 10	Works with teachers in evaluating the instructional climate in the classroom.

Quadrant 3

CI 19	Includes parents, teachers and students in planning the educational program for the school.
SP 5	Designs a system for involving teachers in evaluating school operations.
SP 6	Establishes a system for training teachers in the use of a variety of media (for example, audio-visual equipment, library resources, etc.).
PP 6	Collects follow-up information on former students to improve services provided by the school.
PP 14	Plans a student information record system as part of the school guidance and counselling program.
PP 17	Plans orientation meetings for new students and their parents.
PP 26	Recruits students.
SM 5	Manages the non-instructional use of the school site.
SM 6	Supervises the school transportation system.

Quadrant 4

There are no items of consensus in this quadrant by the five respondent groups.

The task statements from Quadrants 1 and 3 have also been presented to provide perspective for the tasks placed in Quadrant 2. Quadrant 4 contained no items which received consensus by the five respondent groups.

The 18 task statements of consensus for placement in Quadrant 1 reflect all areas of responsibility with the exception of Support Management. Of the 29 items for which consensus was achieved the number placed in Quadrant 1 is a positive reflection of the ability of the principal to perform the tasks important to his job. The nine items of consensus for placement in Quadrant 3 reflect the areas of Curriculum and Instruction, Staff Personnel, Pupil Personnel and Support Management. Overall, 27 of the 29 items achieving consensus were in quadrants which indicate performance appropriate to the importance of the task. This also reflects positively upon the principals.

Also of interest was the fact that no single task statement received consensus in Quadrant 4, thus indicating that principals are not grossly utilizing their expertise on tasks of relatively low importance.

Task Statements Not Achieving Total Consensus but Holding Implications for Inservice

Task statements other than those for which total consensus was achieved have implications for inservice. To provide a systematic approach to the handling of these task statements, it is first necessary to describe the nature of the lack of consensus.

As a quadrant model has been employed, the nature of the lack

of consensus may take three essential forms. First, perceptions of the respondent groups may vary as to the importance of the task statement to the role of the principal. Thus, some groups may have perceived the task statement as falling in either Quadrant 1 or 2 (high importance) while other groups have perceived it as falling in either Quadrant 3 or 4 (low importance). Second, perceptions of the respondent groups may vary as to the current ability of the principal to perform the task. Thus, some groups may have perceived the task statement as falling in either Quadrant 1 or 4 (high ability) while other groups have perceived it as falling in either Quadrant 2 or 3 (low ability). Third, perceptions of the respondent groups may vary as to both the importance of the task to the role of the principal and to the current ability of the principal to perform the task. Thus, some groups may have perceived the task statement as falling in Quadrant 1 while others have perceived it as falling in Quadrant 3 or some groups have perceived the task as falling in Quadrant 2 while other groups have perceived it as falling in Quadrant 4.

The priorities for inservice stem from those items which are perceived as having high importance to the role of the principal and are also perceived as being relatively low in terms of the current ability of the principal to perform the task. In other words Quadrant 2 items. Two areas where consensus was not achieved would thus seem to have little importance to the task at hand. First, lack of consensus involving Quadrant 1 with Quadrant 4 has no implications for in-service as all groups have perceived the ability of the principal as being relatively high. However, task statements of this nature may

wish to be discussed in order to provide a perspective by which to compare those task statements which will hold implications for inservice. Second, lack of consensus involving Quadrant 3 with Quadrant 4 does not hold high priority implications for inservice as all groups have perceived these task statements as being of relatively low importance for the principal. However, principals may wish to review task statements of this nature to gain information of concern to their role. Task statements, where lack of consensus is of the nature described above, were not included in the information developed for use in the activities designed for the utilization of the findings by the principals.

Using the information contained in Table 15, which gave the quadrant placement for each of the 113 task statements by each of the five groups, a list of 62 task statements was prepared. The 62 task statements were statements for which:

a. consensus had not been achieved, and

b. for which the nature of the lack of consensus was not Quadrant 1-Quadrant 4 or Quadrant 3-Quadrant 4.

This list of statements was used to prepare the first of two activities for utilization by the principals in the determination of their inservice requirements. Both activities are presented in Appendix 6.

UTILIZATION OF DATA

Meetings were scheduled and conducted with each principal and the superintendents between May 8 and May 12, 1980. The information was presented and discussed in detail with principals on an individual basis. The information was presented to the superintendent and assistant superintendents at one meeting. Enthusiasm over the material

was demonstrated by all concerned and was evidenced in the fact that the meetings which had been scheduled for a duration of 45 minutes extended in almost every instance to upwards of two hours. The two suggested activities were also discussed and principals were asked to familiarize themselves with the data and encouraged to add task statements to the list prepared for activity one. These additions would then be discussed at the group meeting. Principals were also encouraged to suggest alternative activities which would better serve their purposes.

A group meeting was held on May 14. Present were the superintendent, assistant superintendent and seven principals. One principal was absent for medical reasons and one by reason of a crisis at the school. The meeting was chaired by one of the principals.

A review of the information and the suggested activities was used to begin the meeting. No additional task statements were suggested for inclusion in activity one. All participants felt the activities as suggested would suit their purposes in the utilization of the information. The chairman led the participants through the 62 task statements discussing each in turn to determine:

a. the importance of the task to the role of the principal utilizing the perceptions of the other four respondent groups in addition to their own perceptions, and

b. whether the task statement had implications for the inservice requirements of principals.

Of the 62 task statements provided, the principals selected, by consensus, nine task statements as having implications for inservice.

These, in addition to the two statements identified on the basis of total consensus of the five respondent groups, provided a total of 11 task statements selected by principals to provide a basis for an inservice program.

The task statements selected were:

CI 10 Works with teachers in evaluating the instructional climate in the classroom.

SP 2 Observes teachers in classrooms to assist in evaluation of teaching practices.

CI 4 Works with teachers in designing methods for evaluating instruction.

CI 7 Works with teachers in assessing the effectiveness of teaching methods.

CI 9 Assists teachers in developing skills related to solving instructional problems.

CI 11 Identifies alternative educational plans for students consistently failing in regular classroom instruction.

CI 17 Establishes procedures for evaluating progress toward instructional objectives.

SP 9 Assists teachers in developing effective practices for attaining instructional objectives.

SP 16 Evaluates the performance of teachers.

PP 23 Establishes criteria for placement of students in school program.

PO 2 Recommends staff for permanent certification, re-employment, tenure, promotion or dismissal.

As the task statements were being identified during the first activity they were recorded on the worksheets provided for the second activity. (See Appendix 6.) In order to assist principals with the second activity, those 10 statements for which Quadrant 2 placement was indicated by at least three of the five respondent groups were

placed on the first of the worksheets. Principals had been informed at the beginning of the meeting that the tasks had been so placed only in the interest of time and that any or all of the task statements would be crossed out if not selected in the first activity. Two of the ten task statements were not selected. These were:

PP 5 Plans and organizes a guidance and counselling program for students.

PO 11 Identifies existing problems in the school and relates these to long range planning in the system.

The principals concluded that, although PP 5 should be addressed as an inservice requirement for some principals on an individual basis, it should not be included in a district inservice program as the task was not applicable for principals at the elementary level. Principals and the superintendents concluded that PO 11 should also be addressed, however, it was a case of taking the time to do it rather than inservice.

Three task statements were selected in the completion of the first activity which did not have the consensus of at least three of the respondent groups. These were SP 9, PP 23 and PO 2. These task statements have been presented in statement form on page 90.

All 11 task statements chosen by principals to provide the basis of an inservice program had been placed in Quadrant 2 by at least one of the respondent groups. Six of the 11 statements had been placed in Quadrant 2 on the QAM profile of principals. This indicates the QAM served the purpose for which it was intended, namely to produce the information upon which principals could identify their inservice requirements.

Once the task statements had been selected and placed on the worksheets provided for activity two, the discussion focused upon the utilization of the information for the development of an inservice program. Concern was expressed with regard to the limited amount of time remaining in the school term. After further discussion the participants agreed that utilization of the information should be postponed until the first meeting of the principals in the fall term at which time the second activity would be completed.

Analysis of Inservice Requirements

Eleven task statements were identified by the principals of the Grande Prairie S.D. #2357 to provide a basis upon which to develop an inservice program. By area of responsibility, the statements are categorized as follows:

Curriculum and Instruction	6
Staff Personnel	3
Pupil Personnel	1
System-Wide Policies and Operations	1

Principals of the Grande Prairie S.D. #2357 are concerned with the development of their expertise in the performance of tasks related to instruction. Eight of the 11 task statements directly or indirectly address instruction. These are:

CI 10 Works with teachers in evaluating the instructional climate in the classroom.

SP 2 Observes teachers in classrooms to assist in evaluation of teaching practices.

CI 4 Works with teachers in designing methods for evaluating instruction.

CI 7 Works with teachers in assessing the effectiveness of teaching methods.

CI 9 Assists teachers in developing skills related to solving instructional problems.

CI 11 Identifies alternative educational plans for students consistently failing in regular classroom instruction.

CI 17 Establishes procedures for evaluating progress toward instructional problems.

SP 9 Assists teachers in developing effective practices for attaining instructional objectives.

Principals are concerned with the development of their ability to perform tasks related to the evaluation of staff. The task statements identified are:

SP 2 Observes teachers in classrooms to assist in evaluation of teaching practices.

SP 16 Evaluates the performance of teachers.

PO 2 Recommends staff for permanent certification, re-employment, tenure, promotion or dismissal.

Apparent in the task statements is a concern by principals to become more proficient in performing tasks related to the process of evaluation. This is reflected in the following task statements:

CI 10 Works with teachers in evaluating the instructional climate in the classroom.

SP 2 Observes teachers in classrooms to assist in evaluation of teaching practices.

CI 4 Works with teachers in designing methods for evaluating instruction.

CI 7 Works with teachers in assessing the effectiveness of teaching methods.

CI 17 Establishes procedures for evaluating progress toward instructional objectives.

SP 16 Evaluates the performance of teachers.

PO 2 Recommends staff for permanent certification, re-employment, tenure, promotion or dismissal.

The evaluation of staff and instruction are of primary concern in the inservice requirement as identified by the principals of the Grande Prairie S.D. #2357.

EVALUATION BY PRINCIPALS

The principals of the Grande Prairie School District were asked to evaluate how the Quadrant Assessment Model and the information which it generated fulfilled the purpose of assisting them in the identification and selection of their inservice needs. The evaluation form used is attached as Appendix 7. The evaluation was conducted at the end of the meeting on May 14, 1980 during which the principals had utilized the material to select the task statements which reflected their inservice requirements. A Likert scale from 1 (low) to 5 (high) was used to rate the response. All principals returned evaluation forms. Results of the evaluation were as follows:

1. How valuable were the task statements used in the survey in providing a description of the tasks you do in performing your job?

Four principals each gave a response of "5" and five principals each gave a response of "4." The mean of the responses was 4.44. This indicated that the principals perceived the 113 tasks used in the study as describing their job very well.

2. Additional comments you may have for the improvement of the list of task statements.

Response to this section provided only three comments. Two of the comments suggested that the task statements be tailored to or categorized by school level, as some statements had very little relevance to elementary schools. The third comment addressed the difficulty some teachers had expressed which was that they lacked sufficient information concerning the principal's performance of the task to make an evaluation. No new task statements were suggested.

3. Were you satisfied with the presentation of the information in QAM profiles?

One principal gave a response of "3," four principals each gave a response of "4" and four principals each gave a response of "5." The mean of the responses was 4.33 which indicated that principals were well satisfied with the manner in which the information was presented.

4. Do you feel the QAM process gave you the type of information necessary for the identification of inservice requirements of administrators?

Three principals each gave a response of "3," two principals each gave a response of "4," and four principals each gave a response of "5." The mean of the responses was 4.11 which indicated that principals felt that the QAM process was very capable in producing the necessary information.

5. How relevant do you feel the information to be for the identification of inservice requirements?

Two principals each gave a response of "3," four principals

each gave a response of "4" and three principals each gave a response of "5." The mean of the responses was 4.11 which indicated the principals perceived the information as being very relevant for the identification of their inservice needs.

6. How accurately do you feel the information describes the perceptions of the respondent groups?

Two principals each gave a response of "3" and seven principals each gave a response of "4." The mean of the responses was 3.78. Although slightly lower than the means for the other sets of responses, this mean indicates that the information generated was accurate to a fairly high degree. The mean for the responses to the question of accuracy may have been affected somewhat by the fact that only 60% of the teachers had responded to the questionnaire.

7. How useful do you feel the information will be as a basis upon which principals may develop a program to meet their inservice requirements?

One principal gave a response of "3," five principals each gave a response of "4" and three principals each gave a response of "5." The mean of the responses was 4.22 which indicated the principals perceived the information very useful as a basis upon which to develop a program to meet their inservice requirements.

8. Comments regarding the use to which you perceive the information to be used by your district for the development of a program to meet the principals' inservice requirements.

Limited response to this section was no doubt the result of a discussion of this topic by the principals and the superintendents during the meeting just prior to the distribution of the evaluation

forms. After the principals had selected the items for inservice, discussion focused upon the development of a program. Due to the limited amount of time remaining in the current school year it was the opinion of the principals and the superintendents that the implementation of an inservice program would best be initiated in the fall. Comments made were in keeping with the decision.

9. Additional comments.

Only one additional comment was made. This was: "Number of teacher respondents should be higher."

The high ratings for the questions throughout the evaluation form indicate that principals felt the task statements used described their job well, the QAM presented the type of information they required well, and that the information produced by the QAM was relevant, accurate and useful.

Principals perceived the QAM as a valuable method by which to identify their inservice requirements.

Chapter 6

SUMMARY, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

This chapter includes a summary of the study which restates the purpose and questions for research, reviews the population and methodology and presents the findings. This chapter also contains implications and suggestions for further research.

SUMMARY

The Purpose

The purpose of this study was to apply an assessment model which utilized discrepancy analysis; namely, the Quadrant Assessment Model, to identify the inservice training needs of school administrators at the local level. It was also the purpose of this study to gain information concerning the value of the model in producing the information required to identify the inservice training needs.

Questions for Research

1. What tasks are considered by trustees, superintendents, assistant superintendents, principals, assistant principals, and teachers to be important for effective performance by principals?

2. How does each respondent group of trustees, superintendents and assistant superintendents, principals, assistant principals, and teachers rate the current ability of the principals to perform each task?

3. What needs requiring development through inservice programs arise from discrepancies between those tasks requiring effective performance by principals and the perceived current ability of the principals to perform the tasks?

4. How do principals rate the value of the Quadrant Assessment Model in identifying their inservice training needs?

The Population

The local district in which the study was conducted was the Grande Prairie S.D. #2357. All school trustees, superintendents, assistant superintendents, principals, assistant principals, and teachers of the district were included in the research design.

The Methodology

Data used in this study were collected by means of a survey instrument containing 113 task statements purporting to describe the job of the principal. The statements were distributed among seven areas of responsibility. These were Curriculum and Instruction, Staff Personnel, Pupil Personnel, Support Management, Resource Management, System-Wide Policies and Operations, and School-Community Interface. The task statements were developed for use in a provincial study by the Department of Educational Administration at the University of Alberta. All superintendents, assistant superintendents, and principals responded to the survey instrument. Eighty percent of the trustees, 78% of the assistant principals and 60% of the teachers responded to the survey instrument.

Respondents were asked to rate each statement twice; first,

to rate the Importance of the Task for the Principal and second, to rate the Current Ability of the Principal(s) to Perform the Task. A five-point Likert scale was provided for each rating. Principals were asked to provide a self-rating, teachers and assistant principals were asked to provide a rating for the principal of their school, and trustees, superintendents, and assistant superintendents were asked to provide a general rating of all the principals of the district. All respondents were to assume that the principal may work with others on staff to complete the tasks.

The data were analysed using descriptive statistics as required by the Quadrant Assessment Model. Briefly, the procedure entailed the following:

1. Data generated by each respondent group were processed separately. An "Ideal" profile and a "Real" profile were developed from the data of each group.

2. Means and standard deviations were used to calculate a T-score for each task statement and on this basis the statements were rank ordered in the profile.

3. The mean for the profile was used to determine High-Low values.

4. On the basis of the High-Low values statements were placed into the quadrants. Those statements with high values on both the "Ideal" and "Real" profiles were placed in Quadrant 1; those with high values on the "Ideal" profile but low values on the "Real" profile were placed in Quadrant 2; those with low values on both profiles were placed in Quadrant 3; and those with low scores on the "Ideal"

profile but high values on the "Real" profile were placed in Quadrant 4.

5. Statements were ranked within each quadrant on the basis of an average of their "Ideal" and "Real" T-scores.

The survey results were presented and discussed with the principals on an individual basis. The principals then met as a group to utilize the results to identify their inservice training needs. Following the utilization of the information principals were asked to rate the value of both the model and the information in assisting with the identification of their inservice training needs.

The Findings

1. The mean scores for both the Ideal and Real profiles were high for all five respondent groups. The mean scores for the Ideal profile ranged from 3.782 to 4.124 based upon the responses of the principals and assistant principals respectively. The mean scores for the Real profile ranged from 3.628 to 4.288 based upon the responses of the trustees and assistant principals respectively. All groups other than principals perceived the importance of the tasks to be greater than did the principals. Superintendents, teachers, and assistant principals rated the current ability of the principals to be higher than did the principals. Superintendents, principals and trustees rated the importance of the task higher than they rated the current ability of the principals to perform the tasks. The assistant principals and teachers rated the ability of the principals to perform the tasks higher than they rated the importance of the tasks.

2. Spearman's Rank Order Correlations, used to determine the agreement between the ranking of the task statements within the

Ideal and Real profiles by principals and the rankings by each of the remaining four respondent groups, were positive and strong. Correlations were higher for the Ideal profile than they were for the Real profile. The highest correlations were between the principals and the teachers.

3. Analysis, on the basis of the seven areas of responsibility, for the task statements placed in Quadrant 2 by the five respondent groups revealed that statements from Curriculum and Instruction were identified most frequently by all respondent groups. All groups placed some statements from the area of Staff Personnel in Quadrant 2. Some task statements from each of the areas of Pupil Personnel, Resource Management, System-Wide Policies and Operations, and School-Community Interface were included in Quadrant 2 by at least one of the respondent groups. No task statements pertaining to Support Management were included in Quadrant 2.

4. Consensus of the five respondent groups regarding the quadrant placement of 29 task statements was achieved. Eighteen of the statements were placed in Quadrant 1 and nine statements were placed in Quadrant 3. Consensus was not achieved for any statements placed in Quadrant 4. The two task statements from Quadrant 2, indicative of high priority inservice requirements on the basis of consensus, were:

SP 2 Observes teachers in classrooms to assist in evaluation of teaching practices.

CI 10 Works with teachers in evaluating the instructional climate in the classroom.

5. Principals, in a group meeting, utilized the information generated by the Quadrant Assessment Model to select nine additional task statements to be addressed through inservice training. These were:

CI 4 Works with teachers in designing methods for evaluating instruction.

CI 7 Works with teachers in assessing the effectiveness of teaching methods.

CI 9 Assists teachers in developing skills related to solving instructional problems.

CI 11 Identifies alternative educational plans for students consistently failing in regular classroom instruction.

CI 17 Establishes procedures for evaluating progress toward instructional objectives.

SP 9 Assists teachers in developing effective practices for attaining instructional objectives.

SP 16 Evaluates the performance of teachers.

PP 23 Establishes criteria for placement of students in school programs.

PO 2 Recommends staff for permanent certification, re-employment, tenure, promotion or dismissal.

In summary, tasks concerning the improvement and evaluation of both instruction and staff were identified by the principals of the Grande Prairie S.D. #2357 for their own development through an inservice training program.

6. An evaluation by the principals regarding the Quadrant Assessment Model and the information which was generated revealed that principals perceived the model as a highly satisfactory method by which to identify their inservice needs. They perceived the information provided to be accurate, relevant and useful. Principals

perceived the quadrant display used by the model as facilitating their utilization of the information.

CONCLUSIONS AND IMPLICATIONS

Conclusions

1. The Quadrant Assessment Model, a needs assessment method using discrepancy analysis, was used successfully at the local level to provide valuable information through which principals could identify their inservice requirements.

2. The inservice requirements identified by principals of the Grande Prairie S.D. #2357 reflect concern for the improvement and evaluation of both the instruction and the staff.

3. The Quadrant Assessment Model was capable of producing more information than was addressed directly by this study. Utmost discretion was used to assure the anonymity of all participants in this needs assessment. Original copies of all information generated for the use of individual principals was given directly to the principals concerned. Copies were not made or kept for any purpose. Confidentiality and ethical procedures are two safeguards which must be addressed by future research of a nature similar to this study.

Implications

1. As the Quadrant Assessment Model has been utilized successfully with one group of principals at the local level to identify inservice requirements, the model would no doubt be of assistance to most school jurisdictions for the identification of

their inservice requirements.

2. Inservice requirements have been identified for the principals of the Grande Prairie S.D. #2357 and a district inservice program should be developed based upon the findings.

3. The Grande Prairie S.D. #2357 may wish to utilize the information in Quadrant 1 (High Ideal-Low Real) to provide a role description of the principalship for purposes of selection or may wish to utilize the model to develop an inservice program for groups other than the principals. School Jurisdictions which utilize the assistant principalship as a training ground for the principalship and/or prepare professional development programs for assistant principals would also benefit from both Quadrant 1 and 2 information produced by a needs assessment conducted in their district.

4. As the Quadrant Assessment Model has been utilized successfully at the local level, other districts may wish to use a similar approach to the identification of the inservice training needs of groups within their organizations.

5. Principals may use their own perceptions and the information provided by the study to develop personal inservice programs to address needs other than those identified for the district program.

6. Local agencies which provide services to professional educators may wish to provide workshops addressing the inservice needs which have been identified by the principals. The local body of the Alberta Teachers' Association may wish to assist principals in the development of skills in the area of staff evaluation. The Regional Office of Alberta Education may provide assistance to the

principals concerning the requirements in the area of Curriculum and Instruction. The Peace Area Regional Council on School Administration may wish to assist principals with regard to the development of their ability in the area of evaluation.

7. There is no reason to believe that the Quadrant Assessment Model could not be utilized successfully by organizations outside the field of education for the identification of the inservice training requirements of groups within their organizations.

SUGGESTIONS FOR FURTHER RESEARCH

1. The Quadrant Assessment Model may be of value to other researchers as a discrepancy analysis tool for purposes other than the identification of inservice training needs.

2. As the procedure normally utilized by the Quadrant Assessment Model to rank items within each quadrant was found to be inappropriate for purposes of this study, further studies may wish to consider first, if ranking of the items is necessary for their purpose and second, if an alternative procedure for ranking would produce more valuable information.

3. Some overlap among the task statements and the areas of responsibility used in the survey instrument was perceived by the respondents. The further refinement of the instrument is recommended.

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APPENDICES

APPENDIX I

INVENTORY OF TASK STATEMENTS

CURRICULUM/INSTRUCTION

CI 1 Includes interest of students in adapting and/or designing curriculum.

CI 2 Establishes curriculum committees to plan the use of curriculum materials.

CI 3 Considers individual differences among students when organizing for instruction.

CI 4 Works with teachers in designing methods for evaluating instruction.

CI 5 Makes use of standardized instruments when evaluating the educational program.

CI 6 Maintains an adequate achievement testing program for diagnostic and other educational purposes.

CI 7 Works with teachers in assessing the effectiveness of teaching methods.

CI 8 Plans a program, including a timetable, which optimally matches time, space, staff, students and subject matter.

CI 9 Assists teachers in developing skills related to solving instructional problems.

CI 10 Works with teachers in evaluating the instructional climate in the classroom.

CI 11 Identifies alternative educational plans for students consistently failing in regular classroom instruction.

CI 12 Designs a curriculum which meets individual learner needs.

CI 13 Utilizes input from community when evaluating the school curriculum and instructional program.

CI 14 Works with teachers in designing classroom environments conducive to learning.

CI 15 Utilizes research evidence in the professional literature when planning educational programs.

CI 16 Facilitates instructional approaches which complement classroom teaching; for example, field trips, student exchanges.

CI 17 Establishes procedures for evaluating progress toward instructional objectives.

CI 18 Works with teachers to establish criteria for student performance.

CI 19 Includes parents, teachers and students in planning the educational program for the school.

CI 20 Solicits suggestions from teachers when adapting and/or designing curriculum.

CI 21 Establishes procedures for modifying curriculum content and organization.

CI 22 Assesses curriculum effectiveness.

CI 23 Determines whether course credit will be given for out of school activities; for example, music.

CI 24 Works with teachers and students to establish a good school climate.

STAFF PERSONNEL

SP 1 Assigns decision-making tasks to staff commensurate with their interest, expertise and organizational responsibility.

SP 2 Observes teachers in classrooms to assist in evaluation of teaching practices.

SP 3 Encourages staff to recognize and commend worthwhile accomplishments of students.

SP 4 Facilitates teacher access to students' cumulative records.

SP 5 Designs a system for involving teachers in evaluating school operations.

SP 6 Establishes a system for training teachers in the use of a variety of media (for example, audio-visual equipment, library resources, etc.).

SP 7 Establishes procedures for staff participation in decision making concerning school policies.

SP 8 Interprets system policies, regulations, procedures and priorities to staff.

SP 9 Assists teachers in developing effective practices for attaining instructional objectives.

SP 10 Plans professional development activities for self and others on the basis of an assessment of needs.

SP 11 Assists in the recruitment and selection of certificated personnel.

SP 12 Advises teachers of individual student's rights and responsibilities.

SP 13 Communicates to staff the importance of professionalism and development as a professional.

SP 14 Plans and maintains a system of communication with staff.

SP 15 Plans and conducts staff meetings.

SP 16 Evaluates the performance of teachers.

SP 17 Facilitates student-teaching activities.

SP 18 Coordinates the use of professional support staff; for example, reading specialists.

SP 19 Develops a schedule for supervision of students.

SP 20 Recognizes and commends worthwhile accomplishments of staff.

SP 21 Provides personal and career counselling for staff.

SP 22 Provides for orientation of new staff.

SP 23 Establishes and maintains good working relationships with and among staff.

PUPIL PERSONNEL

PP 1 Establishes procedures for interpreting the evaluation of students to parents and teachers.

PP 2 Establishes priorities among student personnel problems needing solution.

PP 3 Evaluates co-curricular programs.

PP 4 Schedules times to be available for informal interaction with students.

PP 5 Plans and organizes a guidance and counselling program for students.

PP 6 Collects follow-up information on former students to improve services provided by the school.

PP 7 Implements a system to achieve regular attendance by students.

PP 8 Uses available community service agencies in planning a program to meet students' special needs.

PP 9 Evaluates the effectiveness of student personnel services.

PP 10 Supports co-curricular program by active participation and attendance.

PP 11 Maintains a system of student accounting and attendance.

PP 12 Encourages staff to provide students with opportunities for self-evaluation.

PP 13 Maintains cumulative records on students.

PP 14 Plans a student information record system as part of the school guidance and counselling program.

PP 15 Makes available to students occupational and educational information derived from community and professional sources.

PP 16 Recognizes outstanding student achievement.

PP 17 Plans orientation meetings for new students and their parents.

PP 18 Takes action on discipline matters requiring his intervention.

PP 19 Establishes a system for reporting pupil progress to parents.

PP 20 Develops a structure for student involvement in school affairs; for example, student government.

PP 21 Works with teachers to establish a comprehensive student activity program.

PP 22 Establishes a system for communication with students.

PP 23 Establishes criteria for placement of students in school programs.

PP 24 Establishes policies and procedures for student discipline.

PP 25 Establishes procedures for student registration and, where applicable for graduation.

PP 26 Recruits students.

SUPPORT MANAGEMENT

SM 1 Informs staff of legal requirements that affect school operation.

SM 2 Manages school plant.

SM 3 Monitors the changing needs for non-instructional services in order to accomplish instructional goals.

SM 4 Organizes, coordinates and supervises non-instructional services to ensure the accomplishment of instructional services.

SM 5 Manages the non-instructional use of the school site.

SM 6 Supervises the school transportation system.

SM 7 Assists in the recruitment and selection of non-certificated personnel.

RESOURCE MANAGEMENT

RM 1 Prepares statements and reports as required by supervisors.

RM 2 Projects staffing needs.

RM 3 Makes recommendations for the improvement of physical facilities; for example, classroom furnishings, building additions, grounds.

RM 4 Makes decisions about instructional materials and equipment subject to the constraints of the budget.

RM 5 Prepares a budget in accordance with the policies, regulations and procedures of the board.

RM 6 Purchases services and materials in accordance with the policies, regulations and procedures of the board.

RM 7 Provides information for financial audits.

RM 8 Uses budgetary guidelines to structure school activities.

RM 9 Administers the school budget in accordance with the policies, regulations and procedures of the board.

RM 10 Maintains a bookkeeping and accounting system in accordance with the policies, regulations and procedures of the board.

RM 11 Establishes procedures for acquiring and managing school generated funds.

RM 12 Establishes procedures for the collection and utilization of fees in accordance with the policies, regulations and procedures of the board.

RM 13 Maintains inventories of resources.

SYSTEM-WIDE POLICIES AND OPERATIONS

PO 1 Provides information requested by supervisors and/or researchers.

PO 2 Recommends staff for permanent certification, re-employment, tenure, promotion or dismissal.

PO 3 Organizes school staff in order to accomplish the educational goals of the school system.

PO 4 Utilizes board recommendations in revising educational plans.

PO 5 Ensures school goals and objectives are consistent with system goals.

PO 6 Clarifies decision-making responsibilities for subordinates.

PO 7 Utilizes services of subject matter specialists.

PO 8 Makes recommendations to appropriate officer of the board concerning prospective employees.

PO 9 Implements Provincial and school board policies affecting the school.

PO 10 Works with superintendent or designate in establishing system-wide educational goals, policies and procedures.

PO 11 Identifies existing problems in the school and relates these to long range planning in the system.

PO 12 Establishes procedures to monitor and control school visitors.

PO 13 Provides for health, welfare and safety of students and staff.

SCHOOL-COMMUNITY INTERFACE

SC 1 Develops communication channels with parents and local community.

SC 2 Promotes positive school image in the community.

SC 3 Utilizes community input in school decisions.

SC 4 Facilitates adult education programs.

SC 5 Administers community use of school buildings and facilities.

SC 6 Utilizes community resources in the school program.

SC 7 Conveys community expectations to staff.

APPENDIX 2

SURVEY INSTRUMENT

A TASK ASSESSMENT PROFILE FOR THE DEVELOPMENT OF INSERVICE PROGRAMS FOR SCHOOL ADMINISTRATORS

TASKS OF THE SCHOOL PRINCIPAL

A SURVEY OF THE GRANDE PRAIRIE SCHOOL DISTRICT #2357

Guy Sanders

DEPARTMENT OF EDUCATIONAL ADMINISTRATION

UNIVERSITY OF ALBERTA, EDMONTON, ALBERTA

MARCH 1980

Please indicate your position with the Grande Prairie Public School District by checking the appropriate box below.

For Office Use Only

cc

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☐ Board Member

☐ Superintendent, Assistant Superintendent

☐ Principal

☐ Assistant Principal

☐ Teacher

Guide to Questionaire

This questionaire lists a number of tasks which a principal may perform. Each respondent is asked to rate each task statement twice, once under the heading Importance of the Task for Principal and once under the heading Current Ability of Principal to Perform the Task. A five-point scale from 1 (low) to 5 (high) is provided under each heading. Please circle the number which corresponds to your assessment for each task statement.

Assume that the principal may work with others on staff to complete the tasks.

Task Statement	Importance of Task for Principal (Low 1 2 3 4 5 High)	Current Ability of Principal to Perform Task (Low 1 2 3 4 5 High)	CC Office Use Only
1. Utilizes research evidence in the professional literature when planning educational programs.	1 2 3 4 5	1 2 3 4 5	6 - 7
2. Prepares a budget in accordance with the policies, regulations and procedures of the board.	1 2 3 4 5	1 2 3 4 5	8 - 9
3. Organizes, coordinates and supervises non-instructional services to ensure the accomplishment of instructional services.	1 2 3 4 5	1 2 3 4 5	10 - 11
4. Establishes curriculum committees to plan the use of curriculum material.	1 2 3 4 5	1 2 3 4 5	12 - 13
5. Works with teachers in designing methods for evaluating instruction.	1 2 3 4 5	1 2 3 4 5	14 - 15
6. Supports extra-curriculuar program by active participation and attendance.	1 2 3 4 5	1 2 3 4 5	16 - 17
7. Works with teachers to establish a comprehensive student activity program.	1 2 3 4 5	1 2 3 4 5	18 - 19
8. Considers individual differences among students when organizing for instruction.	1 2 3 4 5	1 2 3 4 5	20 - 21
9. Evaluates the effectiveness of student personnel services.	1 2 3 4 5	1 2 3 4 5	22 - 23
10. Makes available to students occupational and educational information derived from community and professional sources.	1 2 3 4 5	1 2 3 4 5	24 - 25
11. Utilizes input from community when evaluating the school and instructional program.	1 2 3 4 5	1 2 3 4 5	26 - 27

Task Statement	Importance of Task for Principal (Low 1 2 3 4 5 High)	Current Ability of Principal to Perform Task (Low 1 2 3 4 5 High)	CC Office Use Only
12. Advises teachers of individual student's rights and responsibilities.	1 2 3 4 5	1 2 3 4 5	28 - 29
13. Assesses curriculum effectiveness.	1 2 3 4 5	1 2 3 4 5	30 - 31
14. Encourages staff to recognize and commend worthwhile accomplishments of students.	1 2 3 4 5	1 2 3 4 5	32 - 33
15. Organizes school staff in order to accomplish the educational goals of the school system.	1 2 3 4 5	1 2 3 4 5	34 - 35
16. Makes use of standardized instruments when evaluating the educational program.	1 2 3 4 5	1 2 3 4 5	36 - 37
17. Determines whether course credit will be given for out-of-school activities; for example, music.	1 2 3 4 5	1 2 3 4 5	38 - 39
18. Utilizes community input in school decisions.	1 2 3 4 5	1 2 3 4 5	40 - 41
19. Works with teachers in evaluating the instructional climate in the classroom.	1 2 3 4 5	1 2 3 4 5	42 - 43
20. Establishes criteria and procedures for student discipline.	1 2 3 4 5	1 2 3 4 5	44 - 45
21. Establishes criteria for placement of students in school programs.	1 2 3 4 5	1 2 3 4 5	46 - 47
22. Encourages staff to provide students with opportunities for self-evaluation.	1 2 3 4 5	1 2 3 4 5	48 - 49
23. Provides information requested by supervisors and/or researchers.	1 2 3 4 5	1 2 3 4 5	50 - 51
24. Assists in the recruitment and selection of certificated personnel.	1 2 3 4 5	1 2 3 4 5	52 - 53

CC

	Task Statement	Importance of Task for Principal (Low 1 2 3 4 5 High)	Current Ability of Principal to Perform Task (Low 1 2 3 4 5 High)	Office Use Only
25.	Conveys community expectations to staff.	1 2 3 4 5	1 2 3 4 5	54 - 55
26.	Monitors the changing needs for non-instructional services.	1 2 3 4 5	1 2 3 4 5	56 - 57
27.	Plans and conducts staff meetings.	1 2 3 4 5	1 2 3 4 5	58 - 59
28.	Uses budgetary guidelines to structure school activities.	1 2 3 4 5	1 2 3 4 5	60 - 61
29.	Administers the school budget in accordance with the policies regulations and procedures of the board.	1 2 3 4 5	1 2 3 4 5	62 - 63
30.	Facilitates student teaching activities.	1 2 3 4 5	1 2 3 4 5	64 - 65
31	Provides personal and career counselling for staff.	1 2 3 4 5	1 2 3 4 5	66 - 67
32.	Works with teachers in assessing the effectiveness of teaching methods.	1 2 3 4 5	1 2 3 4 5	68 - 69
33.	Plans orientation meetings for new students and their parents.	1 2 3 4 5	1 2 3 4 5	70 - 71
34.	Plans a program, including a timetable, which optimally matches time, space, staff, students and subject matter.	1 2 3 4 5	1 2 3 4 5	72 - 73
35.	Provides information for financial audits.	1 2 3 4 5	1 2 3 4 5	74 - 75
36.	Establishes procedures for acquiring and managing school generated funds.	1 2 3 4 5	1 2 3 4 5	76 - 77
37.	Takes action on discipline matters requiring his/her intervention.	1 2 3 4 5	1 2 3 4 5	78 - 79

			2
			1 - 4

Task Statement	Importance of Task for Principal Low 1 2 3 4 5 High	Current Ability of Principal to Perform Task Low 1 2 3 4 5 High	CC Office Use Only
38. Works with teachers in designing classroom environments conducive to learning.	1 2 3 4 5	1 2 3 4 5	5 - 6
39. Establishes procedures for the collection and utilization of fees in accordance with the policies, regulations and procedures of the board.	1 2 3 4 5	1 2 3 4 5	7 - 8
40. Identifies alternative educational plans for students consistently failing in regular classroom instruction.	1 2 3 4 5	1 2 3 4 5	9 - 10
41. Recognizes and commends worthwhile accomplishments of staff.	1 2 3 4 5	1 2 3 4 5	11 - 12
42. Establishes procedures for staff participation in decision making concerning school policies.	1 2 3 4 5	1 2 3 4 5	13 - 14
43. Identifies existing problems in the school and relates these to long range planning in the system.	1 2 3 4 5	1 2 3 4 5	15 - 16
44. Provides for health, welfare and safety of students and staff.	1 2 3 4 5	1 2 3 4 5	17 - 18
45. Assists teachers in developing skills related to solving instructional problems.	1 2 3 4 5	1 2 3 4 5	19 - 20
46. Facilitates adult education programs.	1 2 3 4 5	1 2 3 4 5	21 - 22
47. Collects follow-up information on former students to improve services provided by the school.	1 2 3 4 5	1 2 3 4 5	23 - 24
48. Promotes positive school image in the community.	1 2 3 4 5	1 2 3 4 5	25 - 26
49. Plans and organizes a guidance and counselling program for students.	1 2 3 4 5	1 2 3 4 5	27 - 28

Task Statement	Importance of Task for Principal (Low 1 2 3 4 5 High)	Current Ability of Principal to Perform Task (Low 1 2 3 4 5 High)	CC Office Use Only
50. Works with teachers to establish criteria for student performance.	1 2 3 4 5	1 2 3 4 5	29 - 30
51. Facilitates instructional approaches which complement classroom teaching; for example field trips, student exchanges.	1 2 3 4 5	1 2 3 4 5	31 - 32
52. Purchases services and materials in accordance with the policies, regulations and procedures of the board.	1 2 3 4 5	1 2 3 4 5	33 - 34
53. Establishes procedures to monitor and control school visitors.	1 2 3 4 5	1 2 3 4 5	35 - 36
54. Assists teachers in developing practices for attaining instructional objectives.	1 2 3 4 5	1 2 3 4 5	37 - 38
55. Maintains bookkeeping and accounting system in accordance with the policies, regulations and procedures of the board.	1 2 3 4 5	1 2 3 4 5	39 - 40
56. Utilizes board recommendations in revising educational plans.	1 2 3 4 5	1 2 3 4 5	41 - 42
57. Includes parents, teachers and students in planning the educational program for the school.	1 2 3 4 5	1 2 3 4 5	43 - 44
58. Administers community use of school building and facilities.	1 2 3 4 5	1 2 3 4 5	45 - 46
59. Develops a structure for student involvement in school affairs; for example, student government.	1 2 3 4 5	1 2 3 4 5	47 - 48
60. Designs a system for involving teachers in evaluating school operations.	1 2 3 4 5	1 2 3 4 5	49 - 50
61. Maintains an adequate achievement testing program for diagnostic and other educational purposes.	1 2 3 4 5	1 2 3 4 5	51 - 52

Task Statement	Importance of Task for Principal (Low 1 2 3 4 5 High)	Current Ability of Principal to Perform Task (Low 1 2 3 4 5 High)	Office Use Only
62. Communicates to staff the importance of professionalism and development as a professional.	1 2 3 4 5	1 2 3 4 5	53 - 54
63. Includes interest of students in adapting and/or designing curriculum.	1 2 3 4 5	1 2 3 4 5	55 - 56
64. Prepares financial statements and reports as required by supervisors.	1 2 3 4 5	1 2 3 4 5	57 - 58
65. Assigns decision making tasks to staff commensurate with their interest, expertise and organizational ability.	1 2 3 4 5	1 2 3 4 5	59 - 60
66. Facilitates teacher access to students' cumulative records.	1 2 3 4 5	1 2 3 4 5	61 - 62
67. Plans a student information record system as part of the school guidance program.	1 2 3 4 5	1 2 3 4 5	63 - 64
68. Maintains inventories of resources.	1 2 3 4 5	1 2 3 4 5	65 - 66
69. Observes teachers in classrooms to assist in evaluation of teaching practices.	1 2 3 4 5	1 2 3 4 5	67 - 68
70. Implements a system to achieve regular attendance by students.	1 2 3 4 5	1 2 3 4 5	69 - 70
71. Manages the non-instructional use of the school site.	1 2 3 4 5	1 2 3 4 5	71 - 72
72. Develops a schedule for supervision of students.	1 2 3 4 5	1 2 3 4 5	73 - 74
73. Evaluates the performance of teachers.	1 2 3 4 5	1 2 3 4 5	75 - 76
74. Solicits suggestions from teachers when adapting and/or designing curriculum.	1 2 3 4 5	1 2 3 4 5	77 - 78
75. Plans and maintains a system of communication with staff.	1 2 3 4 5	1 2 3 4 5	79 - 80

Task Statement	Importance of Task for Principal (Low 1 2 3 4 5 High)	Current Ability of Principal to Perform Task (Low 1 2 3 4 5 High)	CC Office Use Only
			1 - 4 [ ][ ][ ][3]
76. Designs a curriculum which meets individual learner needs.	1 2 3 4 5	1 2 3 4 5	5 - 6
77. Maintains cumulative records on students.	1 2 3 4 5	1 2 3 4 5	7 - 8
78. Uses available community service agencies in planning a program to meet students' special needs.	1 2 3 4 5	1 2 3 4 5	9 - 10
79. Manages school plant.	1 2 3 4 5	1 2 3 4 5	11 - 12
80. Makes decisions about instructional materials and equipment subject to the constraints of the budget.	1 2 3 4 5	1 2 3 4 5	13 - 14
81. Co-ordinates the use of professional support staff; for example, reading specialists.	1 2 3 4 5	1 2 3 4 5	15 - 16
82. Makes recommendations for the improvement of physical facilities; for example, classroom furnishings, grounds or building additions.	1 2 3 4 5	1 2 3 4 5	17 - 18
83. Establishes procedures for evaluating progress toward instructional objectives.	1 2 3 4 5	1 2 3 4 5	19 - 20
84. Implements provincial and school board policies affecting the school.	1 2 3 4 5	1 2 3 4 5	21 - 22
85. Plans professional development activities for self and others on the basis of an assessment of needs.	1 2 3 4 5	1 2 3 4 5	23 - 24
86. Establishes procedures for interpreting the evaluation of students to parents and teachers.	1 2 3 4 5	1 2 3 4 5	25 - 26

Task Statement	Importance of Task for Principal (Low 1 2 3 4 5 High)	Current Ability of Principal to Perform Task (Low 1 2 3 4 5 High)	CC Office Use Only
87. Establishes procedures for student registration and, where applicable, for graduation.	1 2 3 4 5	1 2 3 4 5	27 - 28
88. Schedules times to be available for informal interaction with students.	1 2 3 4 5	1 2 3 4 5	29 - 30
89. Maintains a system of student accounting and attendance.	1 2 3 4 5	1 2 3 4 5	31 - 32
90. Projects staffing needs.	1 2 3 4 5	1 2 3 4 5	33 - 34
91. Interprets system policies, regulations, procedures and priorities to staff.	1 2 3 4 5	1 2 3 4 5	35 - 36
92. Utilizes community resources in the school program.	1 2 3 4 5	1 2 3 4 5	37 - 38
93. Works with superintendent or designate in establishing system-wide educational goals, policies and procedures.	1 2 3 4 5	1 2 3 4 5	39 - 40
94. Utilizes services of subject matter specialists.	1 2 3 4 5	1 2 3 4 5	41 - 42
95. Develops communication channels with parents and local community.	1 2 3 4 5	1 2 3 4 5	43 - 44
96. Makes recommendations to appropriate officer of the board concerning prospective employees.	1 2 3 4 5	1 2 3 4 5	45 - 46
97. Establishes a system of communication with students.	1 2 3 4 5	1 2 3 4 5	47 - 48
98. Clarifies decision making responsibilities for subordinates.	1 2 3 4 5	1 2 3 4 5	49 - 50
99. Establishes priorities among student personnel problems needing solution.	1 2 3 4 5	1 2 3 4 5	51 - 52

Task Statement	Importance of Task for Principal (Low 1 2 3 4 5 High)	Current Ability of Principal to Perform Task (Low 1 2 3 4 5 High)	CC Office Use Only
100. Establishes procedures for modifying curriculum content and organization.	1 2 3 4 5	1 2 3 4 5	53 - 54
101. Establishes a system for training teachers in the use of a variety of media; for example, A/V equipment.	1 2 3 4 5	1 2 3 4 5	55 - 56
102. Establishes a system of reporting pupil progress to parents.	1 2 3 4 5	1 2 3 4 5	57 - 58
103. Supervises the school transportation system.	1 2 3 4 5	1 2 3 4 5	59 - 60
104. Informs staff of legal requirements that affect school operations.	1 2 3 4 5	1 2 3 4 5	61 - 62
105. Works with teachers and students to establish a good school climate.	1 2 3 4 5	1 2 3 4 5	63 - 64
106. Recruits students.	1 2 3 4 5	1 2 3 4 5	65 - 66
107. Recognizes outstanding student achievement.	1 2 3 4 5	1 2 3 4 5	67 - 68
108. Assists in the recruitment and selection of non-certificated personnel.	1 2 3 4 5	1 2 3 4 5	69 - 70
109. Provides for orientation of new staff.	1 2 3 4 5	1 2 3 4 5	71 - 72
110. Ensures school goals and objectives are consistent with system goals.	1 2 3 4 5	1 2 3 4 5	73 - 74
111. Recommends staff for permanent certification, re-employment, tenure, promotion or dismissal.	1 2 3 4 5	1 2 3 4 5	75 - 76
112. Evaluates co-curricular programs.	1 2 3 4 5	1 2 3 4 5	77 - 78
113. Establishes and maintains good working relationships with and among staff.	1 2 3 4 5	1 2 3 4 5	79 - 80

APPENDIX 3

COVERING LETTERS USED WITH SURVEY INSTRUMENT

GRANDE PRAIRIE SCHOOL DISTRICT 2357

10213 - 99 Street, Grande Prairie, Alberta, T8V 2H3, Phone (403) 532-4491

February 22, 1980

Dear Member of the Board:

The support and assistance of Mr. Taylor, Mr. Wagner and Mr. Luders toward my research project has been greatly appreciated. At an administrators meeting of February 20, 1980 the full support of my fellow colleagues was obtained.

The purpose of this study is the development of a Task Assessment Profile for the Principal in the Grande Prairie School District #2357 which may then be used for the identification of inservice needs. In order to more accurately describe the role of the Principal it is important to receive the perceptions of groups which directly influence the role. Your input in this study would be most valuable.

In completing the questionnaire if you would rate the principals within the system as a group. Thank you for your valued cooperation.

Yours truly,

Guy Sanders

Guy Sanders

wlh

GRANDE PRAIRIE SCHOOL DISTRICT 2357

10213 - 99 Street, Grande Prairie, Alberta, T8V 2H3, Phone (403) 532-4491

February 21, 1980

Dear Colleague:

During this years study at the University of Alberta, I have been fortunate in working with Project A.S.K., a study being conducted by the Department of Educational Administration for the primary purpose of identifying the preservice needs of the Principal in the Province of Alberta. To date, two aspects of the study of the Role of the Principal have not been addressed. Firstly, input from groups other than superintendents and principals and secondly, an in depth look at the inservice needs of principals in an individual school district.

At the Administrator's Meeting on February 20, 1980, excellent support for this study was obtained from the principals. The purpose of this study is the development of a Task Assessment Profile for the Principal in the Grande Prairie School District #2357 which may then be used for the identification of inservice needs. In order to more accurately describe the role of the Principal it is important to receive the perception of groups which directly influence the role. Your input in this study is invaluable.

I respectfully realize teachers fill their hours fully and that there is never a lack of tasks with which to do so. I trust you will perceive this task as one of value which will merit your time and consideration.

In completing the questionnaire rating your principal please remember to assume that the principal may work with other staff members in completing the tasks.

Thank you for your valued cooperation.

Yours truly,

Guy Sanders

Guy Sanders

wlh

APPENDIX 4

KEY FOR TRANSPOSING REFERENCE TO ITEM FROM SURVEY PLACEMENT TO TASK INVENTORY PLACEMENT

KEY FOR MATCHING THE ORDER OF THE PLACEMENT OF THE TASK STATEMENT IN THE SURVEY INSTRUMENT WITH THE CORRESPONDING PLACEMENT OF THE TASK STATEMENT IN THE INVENTORY OF TASKS

Questionnaire	Task Inventory
1	CI 15
2	RM 5
3	SM 4
4	CI 2
5	CI 4
6	PP 10
7	PP 21
8	CI 3
9	PP 9
10	PP 15
11	CI 13
12	SP 12
13	CI 22
14	SP 3
15	PO 3
16	CI 5
17	CI 23
18	SC 3
19	CI 10
20	PP 24
21	PP 23
22	PP 12
23	PO 1
24	SP 11
25	SC 7
26	SM 3
27	SP 15
28	RM 8
29	RM 9
30	SP 17

Questionnaire	Task Inventory
31	SP 21
32	CI 7
33	PP 17
34	CI 8
35	RM 7
36	RM 11
37	PP 18
38	CI 14
39	RM 12
40	CI 11
41	SP 20
42	SP 7
43	PO 11
44	PO 13
45	CI 9
46	SC 4
47	PP 6
48	SC 2
49	PP 5
50	CI 18
51	CI 16
52	RM 6
53	PO 12
54	SP 9
55	RM 10
56	PO 4
57	CI 19
58	SC 5
59	PP 20
60	SP 5

Questionnaire	Task Inventory
61	CI 6
62	SP 13
63	CI 1
64	RM 1
65	SP 1
66	SP 4
67	PP 14
68	RM 13
69	SP 2
70	PP 7
71	SM 5
72	SP 19
73	SP 16
74	CI 20
75	SP 14
76	CI 12
77	PP 13
78	PP 8
79	SM 2
80	RM 4
81	SP 18
82	RM 3
83	CI 17
84	PO 9
85	SP 10
86	PP 1
87	PP 25
88	PP 4
89	PP 11
90	RM 2

Questionnaire	Task Inventory
91	SP 8
92	SC 6
93	PO 10
94	PO 7
95	SC 1
96	PO 8
97	PP 22
98	PO 6
99	PP 2
100	CI 21
101	SP 6
102	PP 19
103	SM 6
104	SM 1
105	CI 24
106	PP 26
107	PP 16
108	SM 7
109	SP 22
110	PO 5
111	PO 2
112	PP 3
113	SP 23

CI - Curriculum and Instruction
SP - Staff Personnel
PP - Pupil Personnel
SM - Support Management
RM - Resource Management
PO - System-Wide Policies and Operations
SC - School-Community Interface

APPENDIX 5

DISTRIBUTION OF TASK STATEMENTS FROM EACH AREA OF RESPONSIBILITY BY QUADRANT PLACEMENT BY THE FIVE RESPONDENT GROUPS

Distribution of Task Statements from Each of the Areas of Responsibility
by Quadrants for Five Respondent Groups
(Information Obtained from Tables 3, 5, 7, 9, 11)

	Number of Tasks	Quadrant 1					Quadrant 2					Quadrant 3					Quadrant 4				
		P	S	Tr	AP	Te	P	S	Tr	AP	Te	P	S	Tr	AP	Te	P	S	Tr	AP	Te
Curriculum/ Instruction	24	9	8	4	4	5	9	9	8	9	5	5	7	8	10	14	1	0	4	1	0
Staff Personnel	23	16	9	9	9	14	1	5	3	7	3	4	4	6	6	6	2	5	5	1	0
Pupil Personnel	26	10	7	10	12	12	2	4	3	3	0	10	7	8	10	12	4	8	5	1	2
Support Management	7	2	0	1	4	3	0	0	0	0	0	2	6	6	3	4	3	1	0	0	0
Resource Management	13	4	3	6	8	8	0	3	1	0	0	5	3	3	5	1	4	4	3	0	4
System-Wide Policies and Operations	13	8	5	7	7	9	2	5	3	0	1	2	1	1	5	0	1	2	2	1	3
School-Community Interface	7	2	3	2	2	2	1	2	0	0	0	3	0	3	5	5	1	2	2	0	0
Total	113	51	35	39	46	53	15	28	18	19	9	31	28	35	44	42	16	22	21	4	9

P = Principals; S = Superintendents; Tr = Trustees; AP = Assistant Principals; Te = Teachers.

APPENDIX 6

ACTIVITIES TO ASSIST THE PRINCIPALS IN THE UTILIZATION OF THE DATA

ACTIVITY 1

Activity One

This activity will provide principals an opportunity to review those task statements in which consensus was not achieved but which may hold implications for inservice. The first purpose, where applicable, will be to decide upon the importance of the task to the role of the principal utilizing the perceptions of the other four respondent groups. The second purpose will be to decide whether the task statement has implications for the inservice requirements of principals.

To assist in this activity a list of all relevant task statements has been provided including the quadrant in which each group perceives the task statement to fall. In addition a column entitled "Implications for Inservice" has been provided so that principals may indicate "Yes" or "No" depending upon the nature of the decisions made.

Two examples may serve to clarify this activity.

Example 1.

		Principals	Superintendents	Trustees	Asst. Principals	Teachers	Implications for Inservice
PP 8	Uses available community service agencies in planning a program to meet students' special needs.	1	1	1	3	3	

Upon discussion of the above information principals may wish to retain this task in a high importance quadrant but due to the perceptions of the assistant principals and teachers may place the task

in Quadrant 2 rather than Quadrant 1 and would indicate "Yes" in the column entitled Implications for Inservice.

Example 2.

		Principals	Superintendents	Trustees	Asst. Principals	Teachers	Implications for Inservice
SP 18	Coordinates the use of professional support staff; for example, reading specialists.	4	1	4	2	1	

Upon discussion of the above information principals may wish to place this task in a high importance quadrant but due to the agreement among principals, superintendents, trustees and teachers in regards to performance may place the task in Quadrant 1 rather than Quadrant 2 and would indicate "No" in the column entitled "Implications for Inservice."

Pages 29 through 33 provide the information and space to complete this activity.

Sixty-Two Task Statements for which Consensus was not Achieved Among the Five Respondent Groups for Use in Completing Activity Number 1

Task	Task Statement	Quadrant Placement					Implications for Inservice
		Principals	Superintendents	Trustees	Asst. Principals	Teachers	
CI 1	Includes interests of students in adapting and/or designing curriculum.	2	3	2	3	3	
CI 2	Establishes curriculum committees to plan the use of curriculum material.	3	2	3	2	3	
CI 3	Considers individual differences among students when organizing for instruction.	1	3	2	1	1	
CI 4	Works with teachers in designing methods for evaluating instruction.	2	2	2	2	3	
CI 6	Maintains an adequate achievement testing program for diagnostic and other educational purposes.	2	1	3	3	3	
CI 7	Works with teachers in assessing the effectiveness of teaching methods.	2	1	2	2	2	
CI 9	Assists teachers in developing skills related to solving instructional problems.	1	2	1	2	2	
CI 11	Identifies alternative educational plans for students consistently failing in regular classroom instruction.	1	1	2	2	2	
CI 12	Designs a curriculum which meets individual learner needs.	1	3	3	2	3	
CI 13	Utilizes input from community when evaluating the school curriculum and instructional program.	2	2	3	3	3	
CI 14	Works with teachers in designing classroom environments conducive to learning.	2	1	2	3	3	

Task	Task Statement	Quadrant Placement					Implications for Inservice
		Principals	Superintendents	Trustees	Asst. Principals	Teachers	
CI 15	Utilizes research evidence in the professional literature when planning educational programs.	2	3	2	3	3	
CI 16	Facilitates instructional approaches which complement classroom teaching; for example, field trips, student exchanges.	4	1	4	3	1	
CI 17	Establishes procedures for evaluating progress toward instructional objectives.	2	2	3	2	3	
CI 18	Works with teachers to establish criteria for student performance.	1	2	3	2	3	
CI 21	Establishes procedures for modifying curriculum content and organization.	3	2	3	3	3	
CI 22	Assesses curriculum effectiveness.	1	2	1	4	2	
SP 1	Assigns decision-making tasks to staff commensurate with their interest, expertise and organizational responsibility.	1	4	1	2	1	
SP 3	Encourages staff to recognize and commend worthwhile accomplishments of students.	1	2	1	1	1	
SP 7	Establishes procedures for staff participation in decision making concerning school policies.	1	1	4	2	1	
SP 8	Interprets system policies, regulations, procedures and priorities to staff.	1	1	4	3	1	
SP 9	Assists teachers in developing effective practices for attaining instructional objectives.	1	2	3	2	3	
SP 10	Plans professional development activities for self and others on the basis of an assessment of needs.	1	3	4	2	3	

Task	Task Statement	Quadrant Placement					Implications for Inservice
		Principals	Superintendents	Trustees	Asst. Principals	Teachers	
SP 11	Assists in the recruitment and selection of certificated personnel.	1	1	3	1	1	
SP 12	Advises teachers of individual student's rights and responsibilities.	1	2	1	3	1	
SP 13	Communicates to staff the importance of professionalism and development as a professional.	1	3	4	2	2	
SP 16	Evaluates the performance of teachers.	1	2	2	1	2	
SP 18	Coordinates the use of professional support staff; for example, reading specialists.	4	1	4	2	1	
SP 20	Recognizes and commends worthwhile accomplishments of staff.	1	1	2	1	1	
PP 1	Establishes procedures for interpreting the evaluation of students to parents and teachers.	1	2	3	1	1	
PP 2	Establishes priorities among student personnel problems needing solution.	3	3	4	1	4	
PP 4	Schedules times to be available for informal interaction with students.	4	1	3	2	3	
PP 5	Plans and organizes a guidance and counselling program for students.	2	2	2	1	3	
PP 7	Implements a system to achieve regular attendance by students.	1	4	2	1	1	
PP 8	Uses available community service agencies in planning a program to meet students' special needs.	1	1	1	3	3	
PP 9	Evaluates the effectiveness of student personnel services.	3	2	2	1	3	

Task	Task Statement	Quadrant Placement					Implications for Inservice
		Principals	Superintendents	Trustees	Asst. Principals	Teachers	
PP 10	Supports co-curricular program by active participation and attendance.	1	4	4	2	1	
PP 13	Maintains cumulative records on students.	4	3	1	3	4	
PP 16	Recognizes outstanding student achievement.	1	4	4	2	1	
PP 23	Establishes criteria for placement of students in school program.	2	2	1	1	1	
SM 1	Informs staff of legal requirements that affect school operations.	1	3	3	1	1	
SM 2	Manages school plant.	4	4	3	1	1	
SM 4	Organizes, coordinates and supervises non-instructional services to ensure the accomplishment of instructional services.	1	3	1	1	1	
SM 7	Assists in the recruitment and selection of non-certificated personnel.	4	3	3	1	3	
RM 4	Makes decisions about instructional materials and equipment subject to the constraints of the budget.	1	4	3	1	1	
RM 6	Purchases services and materials in accordance with the policies, regulations and procedures of the board.	4	2	1	1	1	
RM 8	Uses budgetary guidelines to structure school activities.	4	3	4	1	1	
RM 10	Maintains a bookkeeping and accounting system in accordance with the policies, regulations and procedures of the board.	3	2	1	1	1	
RM 11	Establishes procedures for acquiring and managing school generated funds.	4	2	2	3	4	

Task	Task Statement	Quadrant Placement					Implications for Inservice
		Principals	Superintendents	Trustees	Asst. Principals	Teachers	
PO 2	Recommends staff for permanent certification, re-employment, tenure, promotion or dismissal.	1	2	1	4	1	
PO 3	Organizes school staff in order to accomplish the educational goals of the school system.	1	1	2	1	1	
PO 4	Utilizes board recommendations in revising educational plans.	1	2	1	1	4	
PO 6	Clarifies decision-making responsibilities for subordinates.	1	2	1	1	1	
PO 7	Utilizes services of subject matter specialists.	4	1	4	3	2	
PO 8	Makes recommendations to appropriate officer of the board concerning prospective employees.	1	2	3	1	1	
PO 9	Implements Provincial and school board policies affecting the school.	1	4	1	3	1	
PO 10	Works with superintendent or designate in establishing system-wide educational goals, policies and procedures.	2	1	1	3	1	
PO 11	Identifies existing problems in the school and relates these to long range planning in the system.	2	2	2	1	1	
PO 12	Establishes procedures to monitor and control school visitors.	3	4	2	3	4	
SC 3	Utilizes community input in school decisions.	3	2	3	3	3	
SC 6	Utilizes community resources in the school program.	3	1	4	3	3	
SC 7	Conveys community expectations to staff.	2	2	3	3	3	

ACTIVITY 2

Activity Two

Once the preceding activity has been completed task statements which principals perceive as having implications for inservice may be transcribed to the worksheets provided on pages 35 through 38. Principals may then establish priorities for inservice and outline a professional development program.

In order to assist principals with this activity those statements for which Quadrant 2 placement was indicated by at least three of the five respondent groups have been placed on the first of the worksheets. It is realized that some of these task statements may be deleted, however, this will require less time than would the transcription of the task statements.

Task Statements from Activity 1 (Initial List Prepared with Statements of Quadrant 2 Consensus of Three or More Groups)

Task	Task Statement	Quadrant Placement					Priority for Inservice	Suggestions for Inservice Program of Grande Prairie S.D. #2357
		Principals	Superintendents	Trustees	Asst. Principals	Teachers		
CI 10	Works with teachers in evaluating the instructional climate in the classroom.	2	2	2	2	2		
SP 2	Observes teachers in classrooms to assist in evaluation of teaching practices.	2	2	2	2	2		
CI 4	Works with teachers in designing methods for evaluating instruction.	2	2	2	2	3		
CI 7	Works with teachers in assessing the effectiveness of teaching methods.	2	1	2	2	2		
CI 9	Assists teachers in developing skills related to solving instructional problems.	1	2	1	2	2		

Task	Task Statement	Quadrant Placement					Implications for Inservice	Suggestions for Inservice Program of Grande Prairie S.D. #2357
		Principals	Superintendents	Trustees	Asst. Principals	Teachers		
CI 11	Identifies alternative educational plans for students consistently failing in regular classroom instruction.	1	1	2	2	2		
CI 17	Establishes procedures for evaluating progress toward instructional objectives.	2	2	3	2	3		
SP 16	Evaluates the performance of teachers.	1	2	2	1	2		
PP 5	Plans and organizes a guidance and counselling program for students.	2	2	2	1	3		
PO 11	Identifies existing problems in the school and relates these to long range planning in the system.	2	2	2	1	1		

Task	Task Statement	Quadrant Placement					Priority for Inservice	Suggestions for Inservice Program of Grande Prairie S.D. #2357
		Principals	Superintendents	Trustees	Asst. Principals	Teachers		

APPENDIX 7

FORM USED BY PRINCIPALS TO EVALUATE THE QAM PROCESS AND THE INFORMATION WHICH IT GENERATES

FOLLOWUP EVALUATION FORM FOR PRINCIPALS OF THE GRANDE PRAIRIE SCHOOL DISTRICT #2357

A. List of 113 Task Statements

	Low				High
1. How valuable were the task statements used in the survey in providing a description of the tasks you do in performing your job?	1	2	3	4	5

2. Additional comments you may have for the improvement of the list of task statements:

B. Process of QAM

1. Were you satisfied with the presentation of the information in QAM profiles?	1	2	3	4	5
2. Do you feel the QAM process gave you the type of information necessary for the identification of inservice requirements of administrators?	1	2	3	4	5

C. Information

1. How relevant do you feel the information to be for the identification of inservice requirements?	1	2	3	4	5
2. How accurately do you feel the information describes the perceptions of the respondent groups?	1	2	3	4	5
3. How useful do you feel the information will be as a basis upon which principals may develop a program to meet their inservice requirements?	1	2	3	4	5

4. Comments regarding the use to which you perceive the information to be used by your district for the development of a program to meet the principals' inservice requirements:

5. Additional comments:

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